DOCUMENT RESUME

ED 159 419 08 CE 017 809

AUTHOR Dennison, Lucy; And Others

TITLE Child Care Aide.

INSTITUTION Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO 498AH60107
PUB DATE Mar 78
GRANT G007604314
NOTE 245p.; For related documents see CE 017 808-814

EDRS PRICE MF-$0.83 HC-$12.71 Plus Postage.

DESCRIPTORS Adult Vocational Education; Behavioral Objectives; *Child Care Occupations; *Correctional Education; Criterion Referenced Tests; Curriculum Guides; Job Skills; *Learning Activities; Learning Modules; Lesson Plans; *Occupational Home Economics; Occupational Information; Womens Education

ABSTRACT

Designed for use in a self-paced, open-entry/open-exit vocational training program in child care services, this curriculum guide is one of six for teachers of adult women offenders from a correctional institution. Module topic outlines and sample lesson plans are presented on six topics: caring for infants, discipline and guidance of young children, growth and development of children, nutrition for children, safe and healthy children, and employment in child care. For each topical area the concept, performance objectives, generalizations, occupational competencies, suggested learning activities, and criterion-referenced measures are listed. The training plan outlined suggests time periods for each topic within a fifteen-week program. A job description and career ladder are included. Prototype individualized learning packages for student use are appended. (The final report of the project to develop and field test the six guides is CE 017 808). (Author/JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED159419

CHILD CARE AIDE

Lucy Dennison

Anita Webb

Joyce Martin

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Suzanne Gibson, Editor

The materials presented herein were developed pursuant to a contract from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Division of Vocational and Technical Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

March 1978

CE 017 809

FOREWORD

It is generally recognized that the early years (Birth-6) are critically important for the social, emotional, physical, and intellectual development of children. The nation-wide need for instruction of parents, potential parents, and child care workers has never been greater.

The Child Care Aide presents curriculum materials appropriate for improving parenting skills as well as for training child care workers. However, the design, format, and content can easily be adapted for courses in a variety of public or private programs. The modules are planned as separate, self-contained, and non-sequential units which may be used singly or in combination.

For use in training programs which provide limited, if any, "hands-on" experience with children, some of the experiences are designated as optional. In an effort to compensate for the lack of "hands-on" experience, it is strongly suggested that resource persons and audio-visual materials be used frequently.

The "Instructional Objectives" listed for each module topic specify trainee performance to be demonstrated upon completion of instruction. In the Module Topic Outline under "Criterion-Referenced Measures" are listed performance guides relating to each objective. The occupational "Competencies" listed in the Module Topic Outline for instructors refer to competencies the graduate of the training program would be able to perform on the job. The assumption is that trainees will be able to perform the listed competencies in an actual work setting if they can demonstrate satisfactory achievement of instructional objectives on the basis of criterion-referenced performance evaluation.

Occupational competencies are derived from V-TECS catalogs task analyses whenever possible. Use of V-TECS references for the Child Care Aide may be

found in A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Child Care Workers. This source may be helpful to the instructor in providing additional information for instructional purposes.

Where any copyrighted materials are used the instructor should obtain permission from the publisher. Permission will be required to make multiple copies for book excerpts exceeding ten percent of a book. In most cases, permission is granted by the publisher at no cost. Copyrighted "consumable" materials, such as workbooks, may not be copied. Materials which do not bear a copyright notation are indicated by an asterisk in each reference list in the curriculum guide.*

---

*Further information on Copyright Law and procedures used to obtain permission to duplicate copyrighted materials may be obtained from the Association of American Publishers, 1707 L Street, N.W., Suite 480, Washington, D.C. 20036, or may be found in the December, 1977 issue of Phi Delta Kappan, page 284.

TABLE OF CONTENTS

CHILD CARE AIDE COURSE

Foreword i
Introduction 1
Professional Nomenclature 3
Child Care Aide Job Description and Career Ladder 4
Child Care Aide Training Program 8
List of Terms 9
Addendum for Use with the Mother's Aide Course (The American National Red Cross) 11
Child Care Aide Pre- and Post-Test 15
Module Topic Outline

Caring for Infants 25
References 36
Appendix A
Discipline & Guidance of Young Children 41
References 50
Appendix B
Growth & Development of Children 53
References 76
Appendix C
Nutrition for Children 85
References 96
Appendix D
Safe and Healthy Children 101
References 108
Appendix E
Employment in Child CAre 111
References 132
Appendix F

Sources of Reference Materials 139

INTRODUCTION

The child care worker is responsible for assisting teachers in child care centers to provide educational stimulation and care for a specified group of children. The child care worker also assists in daily personal care required by children as well as special attention some may require. A typical job description for a child care worker is presented on page 4.

In order to fulfill the occupational role successfully, the child care worker must be concerned with the total growth and development of the child. One purpose of this course is to train child care workers to assist the child in developing positive self-image, motor coordination, verbal skills, independence, intellectual potential, emotional stability, desirable social interactions, and physical well being. A second purpose of the course is to prepare individuals who have a desire to work with children with entry-level skills and knowledge of possible advancement in the field of child care services.

The curriculum for Child Care Aide includes a module topic outline and sample lesson plans for use by an instructor. A learning package relating to careers is provided for direct trainee use.

Materials developed for direct use with trainees is placed in Appendixes at the end of the instructor's module topic outline (see Table of Contents). For ease in relating each section of trainee material to its respective module topic in the teaching outline, color coding is used. The first page of each module topic is color coded to the first page of the section of trainee material which accompanies that module topic.

It is not mandatory that sections of trainee material be sequenced in the order presented herein. Instead, each module topic and its accompanying trainee

material are designed as discrete units to facilitate use in open-entry/open-exit training programs. If the instructor prefers to unite sections of trainee material into a workbook for direct use by trainees, trainee material can be separated out and combined in a ring binder.

PROFESSIONAL NOMENCLATURE

Competency - One of the distinct major activities involved in the work performed on the job in a given occupational role.

Criterion-referenced measure - An exercise based upon an instructional objective, the accomplishment of which measures attainment of that objective.

Curriculum guide - A set of occupational training materials to be used for a course, including modules containing instructor and student resources.

Instructional objective - A statement in precise, measurable terms of a particular behavior to be exhibited by a trainee under specified conditions in a classroom or laboratory setting.

Instructor - Teacher/work supervisor who facilitates instruction using this curriculum guide in a group or individualized setting.

Module - A unit of instruction within a curriculum guide containing module topic outlines for the instructor and materials for use with students (i.e., individualized learning packages, programmed instruction, or group lesson plans. A module is a separate, self-contained, and non-sequential unit to be used singly or in combination with other modules.

Task analysis - A process of reviewing actual job content and context in business and industry for application to the development of instructional objectives, criterion-referenced measures, and quality control within a program of vocational-technical education. V-TECS catalogs are derived from such a task analysis.

Trainees - Students who would receive instruction in an occupational training program based on this curriculum guide.

JOB DESCRIPTION[1]

Definition and Role: A child care aide works with children under the direct supervision of the child care teacher. The aide does not have the total responsibility for a group of children. Specific duties may vary depending upon the number of children, the number and expertise of child care teachers, and the specific abilities of the aide.

Responsibilities and Duties: Duties vary according to the organizational structure of the program. Responsibilities as a child care aide in a large center or in a small home operation may include but are not limited to:

- organizing and providing for physical development of young children.
- organizing and providing for the educational development of young children.
- organizing and providing for the social development of children.
- selecting and implementing activities and tasks which enhance physical, educational, and social development.
- providing a pleasant and safe environment for children.
- facilitating the involvement of parents in the daily school life.

More specifically the child care aide:

- organizes and participates in games.
- reads to children.
- teaches children simple painting, drawing, handwork, songs, and similar activities.
- directs children in eating, resting and toileting.
- gives instruction to children regarding desirable health and personal habits.
- helps children develop habits of caring for their own clothes and picking up and putting away toys and books.
- disciplines children and recommends or initiates other measures to control behavior.
- may serve refreshments to children.
- may regulate rest periods.
- may assist in preparing food and cleaning quarters.

Qualifications: General qualifications include:

- a secondary or adult educational course for child care aides.
- on-the-job experience while enrolled in the educational program.
- ability to work under the supervision of others.
- certification if required by legislation.
- interest in children.

---

[1] U.S. Department of Labor, Dictionary of Occupational Titles (Washington: Government Printing Office, 1965), p. 125. (See Entry No. 355.878, Child Care Attendent.)

and

Irene B. Rose and Mary Elizabeth White (Project Co-Directors), Atlanta Public Schools, Child Care and Development Occupations Competency Based Teaching Modules (Washington: Government Printing Office, 1974).

In addition, personal qualifications needed to perform satisfactorily as a child care aide are:

- physical stamina.
- good health.
- emotional stability.
- patience.
- social adjustment.
- good grooming.
- concern for others.
- a positive attitude toward work.

Outlook: According to the latest figures, there are 5,358,000 women employed outside the home who have one or more children under the age of six years. The number of working mothers is increasing yearly. Therefore, the outlook for child care aide, whether in a licensed center or in a private home is very good.

Salary Range: The salary for child care aides varies considerably. Generally, one can expect minimum wage, especially in a licensed center. However, in order to attract parents of children for a small private home operation, the aide may be forced to settle for less than the current minimum wage. In a licensed center the salary may be slightly above minimum wage if the aide has more than the usual responsibility.

CAREER LADDER IN FAMILY

Ladder in Child Care/Development Center

Level	Dot. No.	Existing Titles	Proposed Titles
Top	092.	Center director	Director of child development center
Step	092.	Assistant director	Assistant director of child development center
Professional/ Managerial			
	*	Child development director	Child development supervisor
	092.228	Teacher, kindergarten	
	*	Teacher, child development or early childhood education	
Supervisor			
Step	*	Family day care mother	Family day care mother
Step	359.878	Teacher, nursery school	
		Child care leader	
		Child care center worker	
	*	Child day care assistant	
Assistant			
Step #1	*	Aide	
	*	Day care aide	Child development aide
	*	Day care aide	
	*	Child development aide	
Entry			

Lattice possibilities: from a day center into department store retailing in children's clothing, toys, etc. or into food service, e.g. catering children's parties, or into clothing and textile field, e.g., making children's clothing or toys.

*Title from other than D.O.T.

RELATIONS AND CHILD DEVELOPMENT: Child Care Center†

Work Description	Minimum Qualifications
Full time director with no teaching responsibilities. Responsible for business and personnel of center.	Bachelor's degree plus experience.
Assists director in a large center. Plans and directs educational program with teaching responsibilities. Supervises child development supervisor.	Master's or bachelor's degree plus experience and certification. Additional teachers on staff would have bachelor's and certification.
Assists teacher in working with children. Plans work schedules and supervises child development assistants and aides.	Bachelor's certification and experience.
Works directly with children.	Same as above.
Licensed to care for up to five children in his/her home, including his/her own, or 10-12 with an assistant. (May move to a larger center.)	High school with a secondary or adult program in child care and development preferably in a cooperative program.
Leads activities of children under supervision of child development supervisor or teacher if in a smaller center.	Two years experience plus high school equivalency which may be earned while on the job and includes an educational course for child development workers.
Works with children under direct supervision.	On-the-job experience while enrolled in a cooperative educational program for child development aides. On-the-job secondary or adult educational course for child development aides.

†American Home Economics Association, Career Ladders and Lattices in Home Economics and Related Areas: Possibilities for Upgrading Household Employment (Washington: American Home Economics Association, 1971), pp. 60-61.

CHILD CARE AIDE TRAINING PROGRAM

Suggested time - 15 weeks

Module Topics	Approximate Time
Caring for Infants	2 weeks
Discipline and Guidance of Young Children	1 week
Growth and Development of Children	4 weeks
Nutrition for Children	4 weeks
Safe and Healthy Children	2 weeks, 3 days
Employment in Child Care	1 week, 2 days

LIST OF TERMS

Caregiver - Any adult responsible for the care of children.

Custodial day care - Provides physically safe environment with minimal attention to education and psychological safety.

Day care licensing - Regulation of day care centers by state governments to protect infants and children in day care.

Developmental day care - Concerned with all aspects of a child's welfare, including physical well-being, development of the mind, and feelings about the self and others as influenced by the center and the home.

Fine motor skills - Ability to coordinate small muscles of the hands.

Infancy - Age range from birth to one year of age.

Modeling - Learning a behavior by observing another's performance of that behavior.

Motor development - Changing abilities in control of the body, such as walking, climbing, grasping, and handling objects.

Parent education - Staff and parents working together, trying to improve parenting techniques and increase parental knowledge.

Self-concept - Awareness of how one is alike and different from other individuals. A positive self-concept is evidence that the individual rates well in his own estimation in comparison with other individuals.

Young children - Age range from one to four years.

Mother's Aide Course

Instructor's Guide*

Addendum

The following minor changes are suggested in the Mother's Aide Course in order to raise the content from upper elementary and junior high school level to adult level.

1. Throughout the written material, change
   a. "children" to "students" when referring to the class members
   b. "your mother" to "the mother"
   c. "your parents" to "the parents"
2. Content of paragraphs to be changed as follows:

   Page 1, paragraph 1 - There are times when relatives and friends have to take responsibility for the young members of a family. Perhaps the mother is in the hospital, or perhaps she works or has an appointment and the children are alone after school until the father comes home.

   Page 1, paragraph 2 - Whatever the circumstance, these relatives and friends need to know how to care for their charges safely and effectively. They need to receive careful directions from the parents relating to feeding, washing, rest periods, sleeping, discipline, and to special nursing care, medicines, or treatments. They must also know how to keep the child amused, happy, and entertained. This is a big responsibility for the persons who care for the children, espcially if their help is needed often and for prolonged periods of time.

   Page 1, paragraph 3 - The Mother's Aide Course is designed to help baby sitters consider some important aspects of child care and learn some simple procedures they might be expected to use.

   Page 1, paragraph 5 - Those interested in teaching this course should be given the assistance they need to work with young adults. It is assumed that most nurses would need little or no additional help. Teachers and mothers might need assistance with the teaching of nursing skills. No hard and fast rules in the choice of instructors or their training can be made, as chapters will want to make these decisions for themselves in accordance with their teaching standards and the demand for the instruction.

---

*Portions of this material have been pilot-tested by research project personnel.

Page 2, paragraph 5 - Encourage discussion. Find out what the students already know; remember that their parents have already taught them some concepts. Safety rather than techniques should be the point of emphasis. Find out from the group what concerns they have about the care of young children. Get suggestions from group members. Various cultures will have different philosophies of child care, so there can be no right or wrong answer except in terms of health and safety. Instructors should be familiar with the cultural patterns of the children whom they teach.

Page 3, paragraph 2 - The instructor may then request each student in turn to pronounce his or her name and tell about his or her own experience with children. The instructor comments on each class member's remarks in such a way as to build class fellowship, noting each person's needs and interests so that course adjustments may be made accordingly.

Page 3, paragraph 5 - Tell the class that this course has been planned by the Red Cross to help people who assume responsibilities in caring for children to obtain the degree of confidence they need to do a good job. Explain that the purpose of the course is to help class members to learn how to give simple child care safely, effectively, and easily in varied situations and to help them gain an understanding of human needs as they apply to people of all ages -- infancy through old age.

Page 5, References - See Bibliography (Session 1)*

Page 5, paragraph 5 - In the absence of mothers they provide a safe environment, including good, clean food, water, shelter, and clothing.

Page 5, paragraph 8 - The word comes from the same word as disciple. A disciple is a learner. Therefore, discipline is teaching or instruction, it is not punishment. You, as mother's aides, will be teachers of the young. You will teach safety and health practices and good behavior. You teach this through example--by doing everything safely and correctly, by being patient with children at various ages.

Page 9, References - See Bibliography (Session 2)*

Page 9, paragraph 3 - The purpose of this lesson is to help the mother's aide learn and practice some of the special skills needed in caring for a very small baby. Diapers need to be changed, bottles warmed, and babies fed and even amused.

Page 17, References - See Bibliography (Session 3)*

Page 18, paragraph 5 - Mild cuts, scratches or bruises--wash the area with soap and water. If necessary a Bandaid can be put over the area but usually nothing more than washing and drying is needed. A mild disinfectant that doesn't sting may also be applied. If there is quite

*See "Appendix, References for Instructors," in Mother's Aide Course Instructor's Guide (Washington: The American National Red Cross), pp. 33-34.

a bit of bleeding, wash away the blood with clean water, clean area with soap and water and apply a clean, tight bandage. If the bleeding continues, put pressure with your finger on the dressing over the wound. Add some more bandage, making a little pad of dressing on top of the one you have already put on. Tie it in place with a bandage. If necessary, take the child to the doctor.

Page 19, paragraph 3 - If the child has been burned by fire or scalded by hot water, the burned area should be covered with a clean cloth dampened in cool, clean, water. If serious, take child to the doctor. Remember that children should never be permitted to play with matches and that all handles of cooking utensils on the stove should be turned in, away from the front of the stove.

Page 20, paragraph 10 - Accept no rides from strangers or from any others unless you are well acquainted with them.

Page 20, paragraph 14 - Be sure the screen is locked and/or chain is in place before opening the door. You may not want to answer or open the door under any circumstances.

Page 21, paragraph 2 - If a caller asks to see a parent, say he or she cannot be disturbed and offer to take a message. Do not tell them you are alone.

Page 21, paragraph 5 - Report to the police at once any "off color," vulgar, or questionable calls. Report this to the parents of the child.

Page 21, paragraph 15 - Should you see anyone looking in the window, day or night, keep calm, report to the police immediately and/or telephone a neighbor.

Page 22, paragraph 6 - The number of the fire department should be attached to the telephone. Call this number and report the exact address.

Page 22, paragraph 8 - No one knows what emergency may arise, but the following broad rules, already touched upon, will help you in most emergency situations.

Page 25, References - See Bibliography (Session 4)*

Page 28, paragraph 3 - omit

Page 31, paragraph 7 - omit

Page 31, paragraph 8 - Older brothers and sisters may find that younger children want "to tag along" with an older age group. This is part of the human need "to belong." They want to be like others. They will find that 3- and 4-year-olds are "pesky" because they are always asking questions, especially "Why?" Remember that this age group is eager to learn and they learn by imitation and by questioning.

*See "Appendix, References for Instructors," in Mother's Aide Course Instructor's Guide (Washington: The American National Red Cross), pp. 33-34.

Ask the older children to be patient with them. This is the time to encourage learning. They may like having a story read to them or being taken for a walk. Find out whether you are permitted to take them to a nearby playground or to look at store windows (if there are any close by). Remember that you are a teacher as well as a caretaker.

Page 31, paragraph 11 - The responsibility for defining the term and deciding how to handle the naughty child rests with the parents. Remember that small children can easily be diverted from undesirable behavior to more meaningful activities.

Page 34, paragraph 5 - You have learned that you have a responsibility to parents to provide children during parents' absence with good food, safe shelter, and clean clothing.

Page 34, paragraph 6 - Furthermore, you have learned about safety for yourself and for children and how you can be a responsible mother's aide by helping parents. You know that cleanliness is as much a safety measure as it is a social responsibility.

Pre- and Post-Tests*

Child Care Aide

Directions: Circle the word or words in parentheses which makes each sentence true.

1. Since a bath may bounce a baby about somewhat, it is best to bathe him (before a feeding; after a feeding).

2. In the event that the navel has not healed when the mother brings the baby home from the hospital, a (tub; sponge) bath should be given.

3. For a sponge bath, place the baby on a well padded surface about waist high. The height of the surface is for the comfort of (the baby; your back).

4. Use water about body temperature for the baby's bath. This means about (68°F; 98°F) on a thermometer.

5. As you know, ordinary soap and water irritate your eyes. To avoid this happening to the baby, wash his face using a wash cloth with (soap and water; water only).

6. Shampooing the baby's head will help prevent cradle cap, an irritation of the (eyes; scalp) which is easier to prevent than cure.

7. In order to avoid injuring the baby's brain, you should (never touch the "soft spot;" exercise normal care) when handling him.

8. Using a good baby soap, bathe the rest of the body, being sure to wash (all the creases and folds of his skin; the unhealed navel).

9. If the telephone or doorbell rings while bathing the baby (answer it quickly; ignore it).

10. To prevent the baby from fearing the water, it is best to start with (small; large) amounts of water and (decrease; increase) it as the baby gets used to it.

11. Diaper rash may be avoided by changing baby's diaper (6 times a day; as soon as it is soiled).

12. One thing which causes diaper rash is (water; ammonia).

13. When lifting baby you should (use one hand to support his head; put both hands under his back).

14. The temperature of the bath water should be tested with your (elbow; hand).

---

*This instrument was used by research project personnel in pilot-testing the indicated portions of this material with trainees.

15. Using a specially prepared baby shampoo will not sting baby's eyes and will prevent the baby from (crying and kicking during bath; swallowing it).

Directions: Tell whether the sentences below are true or false by placing "T" or "F" in the blank to the left of each statement.

____ 16. Every child has his own timetable for growth but most follow a sequence of stages.

____ 17. The average child is walking by age 9 months.

____ 18. A child will usually weigh approximately three times as much at age one as he did at birth.

____ 19. Talking to children will stimulate their physical growth but not their mental growth.

____ 20. The one-year-old child usually sleeps about 12 hours.

____ 21. The one-year-old has not yet acquired a sense of curiosity and doesn't have to be watched carefully.

____ 22. The child in his second year may play with his bowel movements if he has the chance.

____ 23. The one-year-old child likes to play with other children.

____ 24. The two-year-old child should not be expected to control elimination in any manner.

____ 25. The two-year-old is too young to be jealous of a new baby.

____ 26. A three-year-old child is capable of riding a tricycle.

____ 27. A three-year-old child may notice sex difference, ask questions, and handle his own genitals.

____ 28. The four-year-old has a vivid imagination and frequently tells "tall tales."

____ 29. The five-year-old likes to talk a lot.

Directions: Choose the right answer by placing a check (√) in the blank to the left of your choice.

30. When your baby is a few weeks old he will need food which gives him Vitamin C. A good source of this vitamin is

____ gravy

____ orange juice

____ milk.

31. Your baby will also need Vitamin D which he can get from

____ vitamin drops.

____ sunshine.

____ mashed potatoes.

32. Eating solid foods is a new experience for the baby. It is more likely to be successful if it is introduced

____ before milk when the baby is hungry and wants his bottle.

____ after milk when the baby is less hungry.

33. Cereals are <u>important</u> to the baby because they

____ provide energy, minerals, and vitamins.

____ are sweet and taste good.

____ can be cooked quickly.

34. When you bottle feed a baby, you should

____ give it to him as he lies in his crib and prop the bottle up.

____ hold him in your arms as you give hime his bottle.

35. The only person who can tell you the exact formula for your baby is your

____ mother.

____ neighbor with several children.

____ doctor.

36. Both the formula and the bottles must be sterilized which means

____ boiling them properly.

____ washing the bottles with the dinner dishes.

37. Eventually the baby will arrive at a schedule for feeding that will be approximately every

____ hour.

____ four hours.

____ eight hours.

Directions: Circle the words in parentheses which make each sentence true.

38. The pregnant woman is eating for two people. Therefore, she should (eat twice as much food/ eat no more than she usually does/ eat more of some foods than she usually does).

39. The pregnant woman should (avoid getting a lot of salt in her diet / pay no attention to the amount of salt in her diet.

40. Protein foods are necessary because they (build muscles and new tissue / prevent you from becoming overweight).

41. Calcium foods are necessary if the baby is to have (strong bones and teeth / pretty eyes / no diaper rash).

42. Iron rich foods are necessary for the prevention of (crossed eyes / anemia / cradle cap).

43. Tell how children can be kept safe with regard to any three of the following items:

a. High chairs
b. Open windows
c. Stairs
d. Electrical outlets
e. Electric fans
f. Electric mixers
g. Hot pans and pots on stove
h. Baby carrying a glass bottle around
i. Hot heaters
j. Sharp objects
k. Medicines
l. Plastic bags
m. Matches
n. Bath tub
o. Lollipops, pencils, spoons, forks in mouth
p. String or twine in baby crib

1.

2.

3.

44. List 3 safety practices which you could do in order to set a good example for young children.

1.

2.

3.

45. Describe first-aid treatment for the following:

a. Scratch on leg

b. Minor cut on finger

c. Sunburn

d. Bruise on forehead

e. Child drinks gasoline

How much do you already know about child care centers?

46. Write six reasons why parents send their children to child care centers.

a.

b.

c.

d.

e.

f.

47. All children have basic needs. See if you can list eight of them.

a.

b.

c.

d.

e.

f.

g.

h.

In the following statements, parents express certain needs which they hope the child care center will fulfill for their children. Name the correct area of development that each statement describes.

Example: "Sue doesn't have anybody to play with in the neighborhood. There aren't any children her age." Social

48. "Lucy demands my attention. She wants me to watch her instead of doing my housework. She needs someone to play with." _____

49. "Barbara cries when the other children go to school. She seems to be lonely without them." _____

50. "Our apartment is so small there isn't room for Thelma to play. She needs room to stretch and grow." _____

51. "I do not have time to read to Ruthie, and she loves for someone to read or tell stories to her." _____

52. "May is three years old. She is too dependent on me and needs to be around other adults who will help her feel that they accept her, too." _____

53. What are the four types of child care centers where most employment opportunities for child care aides may be found?

a.

b.

c.

d.

How much do you already know about child care aides?

54. Write six or more responsibilities that a child care aide must be capable of doing.

a.

b.

c.

d.

e.

f.

Tell whether the statements below are true or false by placing "T" or "F" in the blank to the left of each statement.

55. ____ A child care aide should always wait to be told to do his or her duties.

56. ____ A child care aide's duties do not vary and are the same every day.

57. ____ A child care aide should be flexible and willing to do whatever needs to be done.

58. ____ A child care aide should pick up toys and not expect the children to help.

59. ____ A child care aide helps children develop a sense of belonging.

60. Select the number of the best solution for the situations described in items a and b. Place a check (√) in the blank to the left of your choice.

a. One of your co-workers became ill and had to leave the center. You, as an aide, assumed some of his responsibilities. As a result you should

____ complain about the extra amount of work.

____ accept the additional responsibility and ask for instructions.

____ expect extra pay for extra work done.

b. The child care aide was busy with her work at home and her responsibilities at the center. One morning as she turned off the alarm clock, she made a decision about going to work. What would your decision be?

____ Go back to sleep and get the badly needed rest.

____ Call the employer and tell him or her you are unable to be there because of illness.

____ Report to work because it is the right thing to do.

Key for Pre- and Post-Tests
Child Care Aide

1. before a feeding
2. sponge
3. your back
4. 98°F
5. water only
6. scalp
7. exercise normal care
8. all creases and folds
9. ignore it
10. small, increase
11. as soon as soiled
12. ammonia
13. use one hand to support his head
14. elbow
15. crying and kicking
16. T
17. F
18. T
19. F
20. T
21. F
22. T
23. F
24. F
25. F
26. T
27. F
28. T
29. T
30. orange juice
31. vitamin drops
32. before milk when the baby is hungry and wants his bottle
33. provide energy
34. hold him in your arms
35. doctor
36. boiling them properly
37. four hours
38. eat more of some foods
39. avoid getting a lot of salt in her diet
40. build muscles and new tissue
41. strong bones and teeth
42. anemia

43 - 45. answers may vary.

46. Any six of the following:
supervised play
development of skills
equipment suitable for child's size
creative experiences
pleasant associations with adults
group experiences
environment for happy emotional development
physical care

47. (any order)
love
physical care
security
independence
achievement
experimentation
approval
respect

48. social
49. social
50. physical
51. intellectual
52. emotional
53. day care centers - non-profit facilities
child care centers - state supported
private nursery schools and kindergartens - privately supported
Head Start program - federally supported

54. Any six from the list of responsibilities of a child care aide, The Child Care Aide, A Self-Instruction Module, pp. 16-17. (See Appendix F.)

55. F
56. F
57. T
58. F
59. T
60. a. accept the additional responsibility
b. report to work

Module Topic: Caring for Infants

Generalization: *The environment of the infant, including his/her parents, plays an important role in physical and emotional development.*

Instructional Objectives:

1. Given a list of 10 personal characteristics, check 5 that are desirable in persons who care for infants.

2. Using the same list as in Objective 1, check those characteristics that are your own personal attributes.

3. Given a list of 20 general safety hazards, identify in writing those that are hazardous to infants.

4. Given guidelines from the instructor, inspect the present environment for hazardous areas and write down all hazards that you find.

5. Given instructions and a list of safety rules, explain each rule orally.

6. Given a simulated situation by the instructor, relate orally 2 ways to support parents when they leave an infant in the chile care center.

7. Given a role play situation, interact in a positive manner with "parents," and show how to use one verbal means and one non-verbal means of communication with "parents."

8. After instruction and class discussion, identify orally two reasons why the child care aide should know the names of parents and how to reach them.

9. Given a list of physical conditions of infants, identify in writing 4 of the 5 that are early symptoms of illness. Describe in writing 3 conditions that need to be reported to a supervisor or parent.

10. Given an infant's thermometer and Red Cross instructions, correctly take the temperature of an infant.

11. Given an infant (or doll), tub, water, soap, towel, and other supplies, demonstrate correctly bathing the infant (doll) according to Red Cross guidelines.

12. Given a crib, linens, toys, and cleaning supplies, clean the crib, linens, and toys according to a provided step sheet for effective cleaning.

13. Given a doll and a diaper, demonstrate 2 diaper folds and change a diaper on the doll.

14. Given a menu and necessary instructions, foods, and supplies, prepare food for an infant and feed him/her according to the instructor's checklist with all applicable items rated "acceptable."

15. Given instructions and a list of emotional needs of people, identify in writing those needs that are emotional needs of infants and explain each in writing.

16. Given instructions and a checklist for preparation of infants for rest, orally explain the importance of rest for an infant.

17. Given a list of 15 verbal phrases, objects, games, and play activities, identify in writing 5 of the items which provide intellectual stimulation for an infant. Explain in writing why intellectual stimulation is necessary for an infant.

18. Given a list of the five senses, explain in writing one reason that each is important in the infant's intellectual development.

19. Given instruction and class discussion, list in writing two advantages of talking to an infant.

Competencies	Criterion-Referenced Measures
1. Exhibit personal characteristics which qualify a person to care for infants.	1. Description of at least five desirable personal characteristics observed in approved caregivers of infants.
	2. Displaying in a real or simulated situation five personal characteristics which are necessary for providing quality care for infants.
	3. Written plan for self-improvement.
2. Interact positively with parents or guardians.	1. Tape-recorded role play which depicts five examples of positive interaction of care-giver with parents of infants. Use interaction checklist to evaluate.
3. Follow principles of safety in child care.	1. Identification of five or more hazards to the safety of infants and description of ways to manage each.
4. Identify illness in infants.	1. Written or oral description of five symptoms of illness in infants and appropriate procedures for the caregiver to follow for each.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings. - Invite licensing worker or director of infant center to discuss the personal characteristics desired in infant caregivers in various kinds of settings. - Show slides on infant and toddler care. - Schedule trainees into home or infant care center for work experience with mother or caregiver, or simulate work situations in class.* - Evaluate work experience and personal qualities with trainees using check list developed in class. - Assist trainees with development of a plan for any needed self improvement.	- Infant Care Giving - Guidance of the Young Child - Staff Responsibility & Job Descriptions - Teachers for Young Children: The Person and the Skills - Report of the Standards Committee for Day Care - The Infants We Care For	Slides - Curriculum for the Infant and Toddler Other Resources Licensing worker Director, infant center Materials from agencies regulating infant care
- Develop situations concerning the caregiver-parent relationship as a basis for class discussion. - Have trainees role play interaction with parents as children leave or enter the center, when parents visit the center to observe, or when they attend group functions at the center. Use tape recorder and analyze tone of voice and conversations. - Develop a check list for evaluating the interaction between parents and caregiver. Use reference for aid.	- Day Care: Serving Infants - The Nursery School - Parents-Children-Teachers: Communication - The Infants We Care For - The Years before School - Individual Parent Teacher Conferences - Day Care for Infants - Guide for the Care of Infants in Groups - When Baby is Ill	Child care/development worker
- Work with trainees to develop a safety checklist for infant care. Use references for help. - Invite physician or nurse to discuss symptoms of illness, how to treat these symptoms, and ways to prevent the spread of communicable diseases. Include immunization information.	- Home Nursing - Assuring Safety & Protecting Health - Redbook's Young Mother - Health is Everything - Mother & Baby Care: An Instructor's Guide	Physician Director, day care center Nurse

*Suggested for implementation in cooperative education setting, where available.

Competencies	Criterion-Referenced Measures
	2. Written or oral description of three procedures to follow in preventing the spread of communicable disease.
5. Exhibit skill in implementing Red Cross approved procedures for caring for an ill infant.	1. Role play of an illness situation and treatment.
6. Evaluate possible emergency situations.	1. Identification of five or more possible emergencies and a written or oral description of ways to manage each.
7. Identify physical needs of an infant.	1. Changing of baby's diapers, according to approved guidelines in real or simulated situation.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Develop with trainees a chart describing symptoms of common illnesses in infants, and guidelines to follow for appropriate methods of treating each symptom. Use references.	(See list on preceding page.)	
- Help trainees develop guidelines to follow with infants to prevent the spread of communicable disease.		
- Demonstrate according to Red Cross standards proper procedures for: * - taking an infant's temperature - caring for an infant who has a fever - bathing and/or changing clothing - caring for and cleaning crib and linens - caring for and cleaning toys and utensils		
- Develop a check list for evaluating procedures. Have trainees practice procecures and evaluate with checklist.		
- Have trainees make a list of possible emergencies that can arise while caring for children. Use references to find ways of treating emergencies.	(See list on preceding page.)	
- Show film, "Happy Talk." Discuss. - Display poster, "The ABCs of Diapering." - Display various types of diapers. - Discuss advantages and disadvantages of various types of diapers. - Have trainees practice changing diapers in a real or simulated situation. *	- Child Growth & Development - The Child Under Six - Child Care & Development - Day Care: Serving Infants - Protecting Infants and Toddlers from Diaper Rash - Discover a Better Way to Diaper a Baby	Films - Happy Talk - Baths & Babies Filmstrip - Infant Care: A Series

*Suggested for implementation in cooperative education setting, where available.

Competencies	Criterion-Referenced Measures
	2. Bathing of baby according to approved guidelines in real or simulated situation.
	3. Preparation of formula and feeding an infant from a bottle according to approved guidelines.
	4. Preparation and introduction of solid foods to an infant according to approved guidelines in real or simulated situation. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".
	5. Arrangement of a crib and surroundings appropriate for an infant's nap period in real or simulated situation.

Instructor's Checklist

Check the trainee's performance in the following elements of food preparation and feeding of infants. Circle YES if the activity was completed, NO if it was not, and N/A if the activity was not applicable.

	Activity	Rating		
1.	Checked hands for cuts and infection.	Yes	No	N/A
2.	Assembled supplies.	Yes	No	N/A
3.	Read directions from parent.	Yes	No	N/A
4.	Followed directions.	Yes	No	N/A
5.	Made a time schedule.	Yes	No	N/A
6.	Followed the time schedule.	Yes	No	N/A
7.	Practiced sanitary procedures.	Yes	No	N/A
8.	Practiced safety procedures.	Yes	No	N/A
9.	Served food at appropriate temperature.	Yes	No	N/A
10.	Kept preparation area clean.	Yes	No	N/A
11.	Washed utensils when finished with them.	Yes	No	N/A
12.	Disposed of garbage correctly.	Yes	No	N/A

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Display poster, "Baby's Personal Care." - Show film, "Baths & Babies." Discuss. - Cooperatively develop guidelines for bathing baby. - Have trainees demonstrate bathing a baby or doll.*	- Keeping Baby Clean - Infant Care Giving - The Infants We Care For	Charts - Infant Care Series
- Invite a pediatrician, nurse, or nutritionist to discuss infant feeding. Emphasize the importance of following the pediatrician's prescription for formula. - Show film, "Feeding the New Baby." Discuss. - Develop a check list for proper infant feeding. - Demonstrate preparation of formula. - Demonstrate how to hold an infant while feeding.*	- Food for Baby	Chart - How to Bathe a Baby Other Resources Physician or nurse or nutritionist Films - Feeding the New Baby
- Provide class with various kinds of feeding equipment and have them critically analyze it in terms of its use by infants and infant care workers. - In a real or simulated situation, have trainees demonstrate appropriate feeding practices, preparation of food, and introduction of solid food to infants.*		
- Discuss with trainees an infant's need for peaceful rest. - Show filmstrip from "Infant Care Series." - Have trainees role play ways to prepare infants for rest. - Discuss effective methods and how they might be used. - Prepare a check list for preparation of infants for rest.	- The Modern Baby - Guide for the Care of Infants in Groups - Child Care and Development - Redbook's Young Mother	

*Suggested for implementation in cooperative education setting, where available.

Competencies	Criterion-Referenced Measures
8. Recognize the emotional needs of an infant.	1. Role play which depicts showing love and affection toward infants according to approved guidelines.
9. Comprehend the intellectual needs of an infant by presenting stimulation.	1. Role play which depicts utilizing conversation to stimulate at least one activity in several age groups.
	2. Selection and utilization of one or more objects to stimulate interest and intellectual activity for 2, 4, 6, and 12-month-old infants.
	3. Utilization of one or more games or play activities appropriate for stimulating interest and activity for 2, 4, 6, and 12-month-old infants.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Discuss the importance of love and affection and the effects of withdrawal. - Show slides on infant-toddler curriculum. - Discuss with trainees the ways love is demonstrated. - Show "How a One Year Old Behaves." - Have trainees role play ways in which love and affection is shown toward infants.		Filmstrip - How the Average One Year Old Behaves Slides - Curriculum for the Infant and Toddler Other Resources Pediatrician Physician Pediatrics Nurse Equipment for feeding infants
- Display poster, "Maturation & Motor Control." - Have trainees describe activities for 2, 4, 6, and 12 month old infants which: - stimulate their senses. - broaden their concepts. - provide time to be alone. - Discuss with trainees the benefits of talking to infants. - Display posters, "Baby's Mental Growth." - Have each trainee compile a file of tasks or play activities for children at age 2, 4, 6, and 12 months. - Include both in-crib and out-of-crib activities. - Have each trainee implement at least two activities from the file in a real or simulated situation.	- Learning Through Baby Play - Teach Your Baby - Play Games with Baby - The ABCs of Learning in Infancy - The Infants We Care For - Redbook's Young Mother - Babies Look and Learn - Babies Touch, Taste, and Learn - Parents & Babies - Talk with Baby	Charts - Infant Series

CARING FOR INFANTS

REFERENCES*

Books and Articles

Ames, Louise B. Child Care and Development. Philadelphia: J. B. Lippincott Company, 1970.

Bachmeister, Rhoda W. Teachers for Young Children--The Person and The Skills. New York: Early Childhood Education Council of New York, 1970.

Baker, Katherine Read, and Xenia F. Fane. Understanding and Guiding Young Children. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971.

D'Evelyn, Katherine E. Individual Parent-Teacher Conferences. New York: Teacher's College Press, Columbia University Bureau of Publications, 1963.

Evans, E. Belle, and George E. Saia. Day Care for Infants. Boston: Beacon Press, 1972.

Home Nursing. Washington: American National Red Cross, 1951.

Honig, Alice S., and J. Ronald Lally. Infant Caregiving. A Design for Training. New York: Media Projects, Inc., 1972.

Hurlock, Elizabeth. Child Growth and Development. New York: McGraw-Hill Book Company, 1970.

Hymes, James L. The Child Under Six. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971.

* Infant Care Project. Assuring Safety and Protecting Health. Greensboro, N.C.: Institute for Child and Family Development, The University of North Carolina, 1971.

* _____. Report of the Standards Development Committee for Child Day Care. Greensboro, N.C.: Institute for Child and Family Development, The University of North Carolina, 1968.

* _____. Staff Responsibilities and Job Descriptions. Greensboro, N.C.: Institute for Child and Family Development, The University of North Carolina, 1969.

Langford, Louise M. Guidance of the Young Child. New York: John Wiley and Sons, Inc., 1960.

Mother and Baby Care: An Instructor Guide; Red Cross Home Nursing Textbook. Garden City, N.Y.: Doubleday and Company, Inc., 1969.

*Indicates uncopyrighted material.

Painter, Genevieve. Teach Your Baby. New York: Simon and Schuster, 1971.

Parents-Children-Teachers: Communication. Washington: Association for Childhood Education International, 1969.

Provence, Sally. Guide for the Care of Infants in Groups. New York: Child Welfare League of America, Inc., 1971.

Read, Katherine H. The Nursery School. A Human Relationship Laboratory. 4th ed. Philadelphia: W. B. Saunders Company, 1966.

Redbook. Young Mother. New York: McCall Publishing Company, 1972.

* Reed, Sandra. Health Is...Everything. Greensboro, N.C.: Infant Care Project, Institute for Child and Family Development, The University of North Carolina, 1971.

* Rose, Irene B., and Mary Elizabeth White. Child Care and Development Occupations. Competency-Based Teaching Modules. Atlanta: Atlanta Public Schools, Division of Instruction, Department of Curriculum Development and Supervision, 1974.

* Saunders, Minta M. The ABC's of Learning in Infancy. Greensboro, N.C.: Infant Care Project, Institute for Child and Family Development, The University of North Carolina, 1971.

Free and Inexpensive Materials

Discover a Better Way to Diaper a Baby. New Brunswick, N.J.: Johnson and Johnson, 1972.

Keeping Baby Clean. New Brunswick, N.J.: Johnson and Johnson, 1972.

The Modern Baby. Chicago: Blue Cross Association, 1967.

Pampers. Protecting Infants and Toddlers from Accidents. Cincinnati: Proctor and Gamble, 1971.

_____. Protecting Infants and Toddlers from Diaper Rash. Cincinnati: Proctor and Gamble, 1971.

* U.S. Department of Agriculture; Federal Extension Service; Division of Home Economics. Babies Look and Learn (P. Aid 714). Washington: Government Printing Office, 1966.

* _____. Babies Touch, Taste, and Learn (P. Aid 711). Washington: Government Printing Office, 1966.

* _____. Parents and Babies (P. Aid 715). Washington: Government Printing Office, 1966.

* _____. Play Games with Baby (P. Aid 710). Washington: Government Printing Office, 1966.

* U.S. Department of Agriculture; Federal Extension Service; Division of Home Economics. Talk with Baby (P. Aid 716). Washington: Government Printing Office, 1966.

* U.S. Department of Health, Education, and Welfare. Day Care: Serving Infants. Washington: Government Printing Office, 1973.

When Baby is Ill. New Brunswick, N.J.: Johnson and Johnson, 1972.

Audio-Visual Aids

Films

Baths and Babies. 18 min., color. New Brunswick, N.J.: Johnson and Johnson, n.d.

Summary: A demonstration of how to bathe babies properly.

Feeding the New Baby. 14 min., color. New York: Modern Talking Picture Service, n.d.

Summary: Demonstrates formula preparation, washing and care of nursing equipment with hospital approved terminal sterilization method covered in detail. Shows that love, warmth, and tenderness while feeding are still primary.

Happy Talk. 17 min., 16 mm., color, sound. Greensboro: The Infant Care Project, University of North Carolina at Greensboro, n.d.

Summary: Shows skillful paraprofessional caregiver with one-year-olds during diapering, snack time, play time, and nap time.

Filmstrips

How the Average One-Year-Old Behaves. 10.06 min., 25 frames. New York: Parents' Magazine Films, Inc., 1968.

Summary: A discussion of infant behavior from morning waking to evening bedtime.

Infant Care - A Series. 6 filmstrips. New York: McGraw-Hill Films, 1960.

Summary: Demonstrates basic techniques in the physical care of infants and young children:

"Bathing the Baby"
"Feeding the Baby"
"Preparing the Formula"

"Selecting Children's Clothing"
"Selecting Children's Toys"
"Teaching Desirable Habits"

Working with Children in Day Care: The Child Plays. Washington: Day Care and Child Development Council of America, Inc., 1972.

Summary: Discusses learning while playing.

Kits, Charts, and Posters

How Baby Grows. New Brunswick, N.J.: Johnson and Johnson, 1973.

How to Bathe a Baby. New Brunswick, N.J.: Johnson and Johnson, 1973.

Infant Care (Series). Cincinnati, Ohio: Pampers Professional Service, Proctor and Gamble, n.d.

Records, Tapes, Slides, and Transparencies

Curriculum for the Infant and Toddler. Slides. Greensboro, N.C.: University of North Carolina, n.d.

Appendix A

Lesson Plan (Skills)*

Unit: Mother's Aide

Topic: Handling the Small Baby — Lesson 1

Job: Diapering, holding, and bathing the baby

Objective: Following teacher demonstrations and explanations of diapering, holding, and bathing a baby, the student will demonstrate skill and knowledge in handling a small baby.

Materials and visual aids: (See p. 9 of Mother's Aide Course Instructor's Guide.)

References: See "Appendix, References for Instructors," in Mother's Aide Course Instructor's Guide (Wash.: The American National Red Cross), 33-34.

I. Preparation (of trainee): Key Points

The purpose of this lesson is to help the child care aide learn and practice some of the special skills needed in caring for a very small baby. Diapers need to be changed, bottles warmed, and babies fed and even amused. Discuss and ask students to relate personal experiences with children.

II. Presentation (of the skills) Operations or Steps	Key Points (things to remember to do or say)
1. Demonstrate different types of diapers and how they may be folded.	1. Diapers should be folded before they are put away. This will save time and energy, as they will not have to be re-folded and will be ready to wear when needed. 2. When does baby have to be changed? 3. Items to have ready before changing baby: clean, folded diaper; large safety pins; paper tissues; wash cloth dampened with warm water. 4. All safety pins must be closed and out of baby's reach.
2. Demonstrate how to change diapers.	1. Thickness must be in front for boys, back for girls. 2. Wash buttocks with damp wash cloth to remove urine ammonia or bowel movement from the skin. 3. Powder and oil are not necessary, but if used, dust the powder or rub the oil on your own hands away from baby's face before

*This material was pilot-tested by research project personnel.

Presentation (of the skills) Operations or Steps	Key Points (things to remember to do or say)
	putting it on the baby. 4. Slip fingers between baby and diaper when pinning, to prevent injury to baby. 5. Stress safety: keep safety pins closed and do not put in your mouth.
3. Demonstrate how to pick up and hold the baby.	1. Avoid sudden motion which can cause fright.
4. Demonstrate the football hold.	1. Football hold enables you to carry baby with only one hand. 2. Make sure hand is holding baby securely. 3. Football hold can only be used safely with very young babies.
5. Demonstrate the preparations which need to be made for baby's bath.	1. When the umbilical cord (navel) is healed, usually about 10 days, the baby may be given tub baths. 2. The aide should try to make bath time a pleasant time. 3. Plan the bathtime so that it doesn't conflict with other activities. 4. Giving bath before baby's mealtimes is preferable to after mealtime. 5. Have room, table, and bath equipment ready. 6. There are various ways to bathe the baby, but only one is being demonstrated because of time.
6. Demonstrate baby's bath (also how and when to remove items of clothing)	1. Bath time offers an opportunity for the aide to observe baby's entire body for unusual conditions. 2. Test temperature of water. 3. Do not leave baby alone during bath.
7. Demonstrate how to dress baby for return to crib.	1. Avoid covering baby's face. 2. While baby's bed is being made be sure baby is in a safe place--possible the floor.

III. Application (practice by trainee under close supervision)

1. Let each trainee practice several ways of folding diapers.

2. Have trainee practice putting diaper on baby.

3. Have trainee pick up baby and swing to football hold.

4. Have trainee practice body-arm hold.

IV. Test (performance of skill to acceptable standards)

1. The trainee demonstrates the ability to fold diapers suitably in preparation for ready use.

2. In a simulated situation, the trainee demonstrates the ability to care for an infant by changing diapers.

**** Suggested readings for trainees: See "Appendix, References for Instructors," in Mother's Aide Course Instructor's Guide (Washington: The American National Red Cross), pp. 33-34.

Summarize: Everything that happens to a baby from the moment of birth influences the kind of person he will be. The mother's aide can help to make the baby feel secure if the aide, himself/herself, is secure and confident in the way he/she handles the baby.

"Homework" Assignment*

Reference: Bureau of Child Health. Birth to Six Months. Richmond: Virginia State Department of Health, 1975.

1. Suggest three things that can be used for baby's own bed if he or she doesn't have a crib.

   a.

   b.

   c.

2. How should baby's eyes be wiped?

3. What often causes ear infections?

   How can this be avoided?

4. Why should you not smoke and cook while holding baby?

5. What are six things a baby can do from birth to six months?

   a.

   b.

   c.

   d.

   e.

   f.

6. Name and describe two types of toys that help baby grow.

   a.

   b.

*This material was pilot-tested by research project personnel.

7. Who should decide how much baby sleeps?

8. Why should baby be held and cuddled often?

9. Describe 7 instances when baby should see the doctor.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

10. Is a fat baby a healthy baby?

Key to "Homework" Assignment
Birth to Six Months

1. a. drawer
   b. box
   c. laundry box

2. away from nose

3. milk left in back of mouth
   Don't prop bottles.

4. It is dangerous.

5. a. roll and wiggle
   b. cry
   c. sleep
   d. eat
   e. sit up
   f. smile, gurgle, and coo

6. a. mobiles, move
   b. rattles, make noise

7. baby, himself

8. makes him fell everything is o.k.

9. a. pulls his ear
   b. vomits continuously
   c. has rectal temperature of 101°F or higher
   d. breaks out in red spots
   e. has fits or spells
   f. has diarrhea
   g. has white spots on his mouth that won't wipe off

10. no

Module Topic: Discipline and Guidance of Young Children*

Generalization: *Positive discipline and guidance techniques with young children are essential to constructive development.*

Instructional Objectives:

1. Given a list of eight child care situations, identify in writing five which are examples of indirect guidance used by adults responsible for children's care. In writing, label each of the five as positive or negative.

2. Given videotaped situations, identify in writing ten or more specific guidance techniques used by the child care worker.

3. Given instruction and two case studies, select appropriate techniques of guidance.

4. Given a role play situation and instruction, orally identify five positive ways to guide young children.

5. Given a list of 12 verbal directions for use with young children, identify in writing six of the eight which give directions in a positive manner.

6. Given instruction and a case study situation, orally direct a child's negative feelings into a constructive outlet.

7. Given a case study of a young child, orally give two ways a child can be guided toward a positive self-concept.

8. Given samples of child art, explain in writing three reasons why young children need self-expression.

*This material was pilot-tested by research project personnel.

Competencies	Criterion-Referenced Measures
1. Apply principles of positive guidance in relation to each stage of growth and development.	1. Definition of the terms guidance and discipline according to accepted references.
	2. Written or oral description of five examples of indirect guidance used by adults responsible for children's care, labeling each as either positive or negative.
2. Select guidance techniques which foster optimum growth and development of children.	1. Written or oral description of four goals of guidance for optimum growth and development.
	2. Identification of the importance of a positive self-concept in guidance.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign appropriate readings from suggested resource list. - Discuss the role of guidance as a training and learning tool in promoting growth and development. - Have trainees report from readings their interpretation of the word guidance. - Have trainees develop a definition of the word guidance as it applies to growth and development of children. - Help trainees become familiar with methods of guidance: indirect guidance, direct guidance, positive and negative guidance, verbal and physical guidance. - Show films, "When Should Grownups Help?" and "When Should Grownups Stop Fights?" - Discuss with trainees the terms guidance, discipline, and punishment. - Determine if those terms are the same; how they are different.	- The Controversial Problem of Discipline - The Why and How of Discipline - Curriculum Guide for Family and Child Development - Early Childhood Education Rediscovered - The Cure is the Cause: A Human Approach to Discipline	Films - When Should Grownups Help? - When Should Grownups Stop Fights?
- Play tape, "Focus on Discipline". - Discuss the question, "What are the goals of guidance in fostering optimum growth and development in children?" - Discuss the necessity of guidance being a part of all phases of a good child care program.		Tape - Focus on Discipline
- Have trainees develop a list of qualities in child care workers that contribute to the positive guidance of children. - Provide case studies which show influence of adult feelings and behavior on children's behavior. Have trainees examine these and suggest alternate adult behaviors which might have produced better results.	- Influences of Parent Behavior - Some Special Problems of Children - Child Growth & Development - The Magic Years: Understanding and Handling Problems of Early Childhood - Childhood and Adolescence	

Competencies	Criterion-Referenced Measures
3. Recognize adult behaviors that influence children's behavior.	1. Role play which depicts three adult behaviors that contribute positively to guiding children's behavior.
4. Analyze effective guidance techniques with young children.	1. Written description of ten or more specific guidance techniques appropriate for five videotaped case situations portraying problem behavior in young children.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Have trainees recall observations of adults and children together. Record examples of how adults' behavior directly influenced children's behavior, both positively and negatively. - Introduce role playing situations appropriate for trainees to demonstrate behaviors that set the atmosphere for positive guidance of children's behavior. - Assign readings that deal with child care workers behaviors that establish an atmosphere for positive guidance for children.		
- Develop the idea that the child care worker must recognize the age and developmental stage of the child before selecting a method of guidance. - Review developmental stages. - Lead a discussion about kinds of guidance meted out to children by the adults with whom they are in contact. - Develop a list separating direct and indirect forms of guidance. - Using list developed, have trainees initial each type of guidance as either V (verbal), P (physical), or VP (verbal and physical, and + (positive) or - (negative). - Share thoughts and agree on one category for each. - Arrange for a child psychologist to speak to students on love, anxiety, fear, hostility, frustration, and anger as expressed by children. Help trainees develop a list of positive guidance techniques that show: acceptance of child's feelings; providing	- The Adult & the Nursery School Child - Between Parent & Child - Teachers for Young Children: The Person & the Skills	Filmstrip - The Growing Years Series "Teaching the Young Child" Other Resources Child psychologist

Competencies	Criterion-Referenced Measures
5. Guide young children by verbal directions.	1. Role play which depicts five or more positive ways of guiding children verbally. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".
6. Channel undesirable behavior into acceptable behavior.	1. Role play which depicts three ways of redirecting unsuitable behavior into acceptable channels.

Instructor's Checklist

Check the trainee's performance in the following elements of demonstrating positive verbal guidance in a role-play situation (See Appendix A, p. A-1). Circle YES if the point was fully covered, and NO if not covered.

Activity	Rating	
1. Used five positive verbal statements.	Yes	No
2. Directed child in positive manner.	Yes	No
3. Directions simple.	Yes	No
4. Directions clear.	Yes	No

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
acceptable release for feelings; and supporting child during release of feeling. - Lead a discussion about guidance (discipline) methods which make children aware of the effect of their actions on themselves, and guide them to understand natural consequences of unacceptable behavior. - Have trainees use the list of guidelines to develop a checklist they might use to observe caregiver and child interaction as the caregiver guides the child. - Discuss the use of verbalizing to show acceptance of the child's feelings in spite of the child's unacceptable behavior. - Give trainees sample role-play situation. - Provide a list of suggested statements which are examples of positive and negative guidance. - Write situations requiring verbal guidance on slips of paper and have pairs of trainees act out do's and don'ts of verbal guidance. - Have trainees discuss strategies for directing specific examples of unsuitable behavior into proper channels. - Include ways to encourage and support the child while he is in the process of releasing negative feelings. - Have trainees write and perform a skit which illustrates directing unsuitable behavior into suitable channels. Have trainees identify the positive guidance techniques they used.	- Between Parent & Child - How to Parent - The Pocket Book of Baby & Child Care - Some Basic Needs of Children and Basic Parental or Teacher Attitudes - What Every Child Needs for Happiness - Teachers for Young Children - Parents and Teachers Together - Parents: Active Partners in Education	"Guidance Techniques Checklist", App. B, pp. B-1 - B-3. "Role Play for Guiding Children Verbally", App. B, p. B-5. Excerpt from Guidance of the Young Child, App. B, p. B-7.

Competencies	Criterion-Referenced Measures
	2. Identification of two situations in which direct physical guidance is necessary; description of one or more ways of managing each.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Using the goals of guidance as a point of reference, discuss situations in which young children need direct verbal and/or physical guidance. - From past experiences and informal observations, have trainees list specific examples of children's inappropriate behaviors that necessitate direct physical guidance. - Discuss alternate ways of handling the behavior mentioned above. - Show film, "Discipline & Self-Control." - Discuss with class specific situations needing physical guidance. Have pairs of trainees act out do's and don't of physical guidance. - Give groups of three trainees several problem situations to role play positive ways of managing each of the problems. - Discuss how potential problem situations requiring direct guidance may sometimes be prevented by using positive guidance techniques. - Help trainees develop ways of averting potential inappropriate behavior.*	- Child Growth & Development - Understanding Children Under Six - Some Special Problems of Children Aged 2-5 Years	Film - Discipline & Self Control

*Suggested for implementation in cooperative education setting, where available.

REFERENCES

Books and Articles

Averback, Aline. The Why and How of Discipline. New York: Child Study Association of America, 1964.

Bachmeister, Rhoda W. Teachers for Young Children--The Person and The Skills. New York: Early Childhood Education Council of New York, 1970.

* Curriculum Guide for Programs in Early Childhood Education. Atlanta: Atlanta Public Schools, 1969.

Dodson, Dr. Fitzhugh. How to Parent. Los Angeles: Nash Publishing Company, 1970.

Fair, M. D. Some Basic Needs of Children and Basic Parental or Teacher Attitudes. Stillwater: Oklahoma State University, 1970.

Fletcher, Margaret. The Adult and the Nursery School Child. Toronto: University of Toronto Press, 1968.

Fraiberg, Selma H. The Magic Years. Understanding and Handling the Problems of Early Childhood. New York: Charles Scribner's Sons, 1959.

Frost, Joe L. Early Childhood Education Rediscovered. New York: Holt, Rhinehart and Winston, 1968.

Galambos, Jeannette W. A Guide to Discipline. Washington: National Association for the Education of Young Children, 1969.

Ginnott, Haim G. Between Parent and Child. New York: Macmillan Co., 1967.

Hildebrand, Verna. Introduction to Early Childhood Education. New York: Macmillan Company, 1972.

Hurlock, Elizabeth. Child Growth and Development. New York: McGraw-Hill Book Company, 1970.

Hymes, James L. The Child Under Six. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971.

LaBenne, Wallace. The Cure is the Cause--A Humane Approach to Child Discipline. Ann Arbor, Mich.: Ann Arbor Publishers, n.d.

Langford, Louise M. Guidance of the Young Child. New York: John Wiley and Sons, Inc., 1960.

---

*Indicates uncopyrighted material.

Ridenhour, Nina, and Isobel Johnson. Some Special Problems of Children Aged 2-5 Years. New York: New York Child Study Association of America, 1969.

* Rose, Irene B., and Mary Elizabeth White. Child Care and Development Occupations. Competency-Based Teaching Modules. Atlanta: Atlanta Public Schools, Division of Instruction, Department of Curriculum Development and Supervision, 1974.

Saylor, Mary Lou. Parents: Active Partners in Education. Washington: American Association of Elementary-Kindergarten-Nursery Education, 1971.

Spock, Benjamin. The Pocket Book of Baby and Child Care. New York: Pocket Books, 1968.

Stalz, Lois. Influences of Parent Behavior. Calif.: Stanford University Press, 1967.

Stone, L. Joseph, and Joseph Church. Childhood and Adolescence: A Psychology of the Growing Person. New York: Random House, 1973.

Waters, F., and Althea Wright. What Every Child Needs for Happiness. Stillwater: Oklahoma State University, 1971.

Wolf, K. M. The Controversial Problem of Discipline. New York: Child Study Association of America, 1953.

Free and Inexpensive Materials

* Good Ways to Guide Your Child's Behavior. Ames, Iowa: Cooperative Extension Service, Iowa State University of Science and Technology, 1967.

Gryphon House. Parents & Teachers Together. Washington: Division of Communications Service Corporation, 1970.

Waters, F., and Althea Wright. What Every Child Needs for Happiness. Stillwater: Oklahoma State University, 1971.

Wolf, K. M. The Controversial Problem of Discipline. New York: Child Study Association of America, 1953.

Audio-Visual Aids

Films

Discipline and Self-Control. 24 min., b/w. New York: Vassar College (Head Start Training Films), New York University Film Library, 1959.

Summary: Suggests how to prevent discipline problems and how to deal with them when they arise. Such problems are minimized if the leader establishes a warm but firm relationship with the children. When problems do occur, teachers must deal with them directly and clearly

but without being trapped either in harsh punitiveness or in lax permissiveness. Discusses adequate supervision and shows how to help a child accept control.

When Should Grownups Help? 14 min., b/w. New York: Vassar College (Studies on Normal Personality Development Series), New York University Film Library, 1950.

Summary: Shows preschool children in various situations in some of which they require help from adults and in others manage successfully themselves. It is pointed out that sometimes adult help is necessary in order that the child succeed in projects (dressing, building an airplane, etc.) which he has undertaken. At other times it is important for adults not to intrude their goals of speed or efficiency; the grownup must decide whether to give help or not, depending on the situation. Captions instruct the audience to decide in which of four episodes the children should have been helped.

When Should Grownups Stop Fights? 15 min., b/w. New York: Vassar College (Studies on Normal Personality Development Series), New York University Film Library, 1950.

Summary: Points out that fights, quarrels, and conflicts occur even in nursery schools which provide a peaceful and satisfying setting for the development of young children. The teacher must decide whether to intervene. Four conflicts among five year olds are shown, and the audience is invited to discuss the issues.

Records, Tapes, Slides, and Transparencies

Focus on Discipline. Jeanne Quill. Lexington, Mass.: D. C. Heath and Company, n.d.

Summary: A training program for teachers, aides, parents, and volunteers.

Appendix B
Guidance Techniques Checklist

Instructions: For written case studies and/or role play situations, check "yes" for each guidance technique that was used and "no" for each guidance technique that was not used by a child care worker.

Yes No

___ ___ 1. Use positive directions - do instead of don't.

If child is already doing what he or she shouldn't or is about to, he or she needs help in getting another, better idea. "Be careful, don't fall" has little meaning to a child. "Hold with both hands, look where your feet are moving" helps the child handle the situation.

___ ___ 2. Give child a choice ONLY if you intend to accept his or her decision.

If the child must go to bed--not "Don't you want to go to bed?" He or she may answer no. But, "Come on--it's time to go to bed--I'll wait while you tell Daddy goodnight", etc.

___ ___ 3. Use few words.

A child is about to cross the room and Mother has just scrubbed the floor. "Take big steps" is much more effective than a flood of impatient conversation. "Now don't you see I've just scrubbed the floor? Why do you always..." etc.

___ ___ 4. Use words and tone of voice which will help child feel confident and reassured.

Being made to feel afraid, ashamed or guilty are such damaging feelings that they often prevent learning and create problems greater than the old ones. And, certainly, they do not help children (or adults) develop desirable behavior patterns.

___ ___ 5. Use simple language--get child's attention.

Be sure he or she really hears you and understands what you mean.

Yes No

___ ___ 6. Give time warnings in terms child can understand.

"When you have three more rows on your house, it will be time to stop for lunch." Projecting child's thinking beyond a tiresome task to something pleasant helps sometimes.

___ ___ 7. Use prevention rather than cure whenever possible.

Anticipate stormy situations or reactions--get there with a positive suggestion--or sometimes an adult's nearness may be all it takes.

___ ___ 8. When necessary to stop or redirect action--

Remember that redirection should help child face problems by helping him or her see how it can be done--not by diverting him or her. It will help if we remember: (a) We'll be more successful if we suggest another act which has equal value. (If he's throwing a ball too near a window, help him decide on a safer place where he can throw it.); (b) We try to suggest something which meets the need the child is expressing in his or her behavior; (c) To redirect wisely requires some understanding of why the child is acting as he or she does.

___ ___ 9. Give child the minimum of help in order that he may have the maximum chance to grow in independence--but always give the help that the child feels he needs.

Sometimes just your verbal offer to help "if you need it" enables child to go on and try for himself or herself. If the child asks for help, usually we can help more by guiding him or her into thinking through the step by step process necessary to complete an act. It may mean giving the child time to solve own problem--it may mean suggesting one step that would help him or her see how to finish the task himself or herself. When a child asks for help, we listen to his or her request and answer in a way that will make him or her feel comfortable and more confident in his or her own abilities. It helps to point out from time to time with firm confidence and conviction that the child has learned "thus and so" and soon he or she will be able to "tie his shoe" or whatever is important to him or her.

Yes No

___ ___ 10. When limits are necessary, they should be clearly defined and consistently maintained.

We may hesitate to limit children wisely because we do not want to face the feelings which may come out because of this. We can act with confidence when we impose limits if these limits are meeting the child's need, rather than serving as an outlet for our feelings. We must be able to give the child time to accept limits, and also be able to accept his or her not liking or wanting to follow directions, while still maintaining the need to do so. If the child has confidence in the adult, and feels fully accepted by him or her, he or she can more easily accept limitation by the adult.

Role Play for Guiding Children Verbally

Jane is ready for bed. She has had a bath and just asked for a glass of water. Her mother says, "Hold it with both hands." She finishes and puts her glass on the counter. "Your father is reading the paper in the living room. Let's go tell him goodnight", says Jane's mother. "But I don't want to go to bed", says Jane. "Come on--it's time to go to bed--I'll wait while you tell your Daddy goodnight", replies Jane's mother.

After conversation and a display of affection between she and her daddy, Jane runs to her mother. "Let's take giant steps to the bedroom", suggests Jane's mother. Jane laughs and bounds ahead. "Oh, dear, your blocks are all over the floor. Let's see who can pick up the most and put them in your wagon", says Jane's mother. "Good girl, you win! Now for bed!"

After review and identification of positive verbal guidance, role play the situation using your own words.

Guidance of the Young Child*

Verbal guidance should be brief, firm, and positive.

Say:	Do not say:
Sit down when you slide.	Don't stand up when you slide.
Dig in the sand.	Don't throw the sand.
Sit in the swing.	Don't stand in the swing.
Use both hands when you climb.	You'll fall if you don't watch out.
Climb down the ladder.	Don't jump off the box.
Throw the stick over the fence.	Don't play with the stick. You might hurt someone.
Keep the puzzle on the table.	Don't dump the puzzle pieces on the floor.
Turn the pages carefully.	Don't tear the book.
Talk in a quiet voice.	Don't shout.
Wipe your hands on the paper towel.	Don't put your hands on anything.
Be sure the ladder is safe.	Be careful. You might fall.
Sit on your chair.	Don't rock on your chair.
Move back on your rug.	Don't lean forward so the other children can't see.
Walk around the swing.	Be careful. The swing might hit you.
Wipe your brush on the jar.	Don't drip paint on the floor.
Put an apron on.	Don't you want to put an apron on?
Time to go inside.	Shall we go inside?
Wash your hands.	Don't you want to wash your hands?
Drink your milk.	Don't you want your milk?
Drink out of your own glass.	Don't bother the other children.

An adult, in order to feel the ease which is beneficial in child guidance, will find it necessary to acquire techniques in keeping with his or her personality. However, the following general rules, which are appropriate to the foregoing examples of good verbal guidance, should be observed.

Do

1. Speak in a calm, kind voice.
2. Speak directly to the child; do not call to him across the playroom.
3. Speak in short, meaningful sentences which the child can understand.
4. Try to express your request in a positive way. This will help the child to learn a better or more acceptable way of doing things.
5. Get down to the child's physical level if possible. That is, stoop or sit on a low chair so that he or she can see your face.
6. Answer the child's questions, but do not monopolize the conversations; the child needs to associate with his or her peers.
7. Keep your voice and facial expression pleasant.

---

*Louise Langford, Guidance of the Young Child (New York: John Wiley & Sons, Inc.), 1960.

Module Topic: Growth and Development of Children*

Generalization: *Development is continuous and proceeds in an orderly sequence with periods of acceleration and deceleration occuring in each phase of development.*

---

*This material was pilot-tested by research project personnel.

Instructional Objectives:

1. Given a list of available methods of childbirth, identify in writing the advantages and disadvantages of each.

2. Given a list of possible good and poor health habits and practices of the mother-to-be, identify in writing five desirable prenatal health habits and describe in writing how each may affect the growth and development of an unborn child.

3. Given a formulated health code containing ten or more items relating to health practices, recommend in writing five health practices that must be utilized by prospective parents. List in writing one reason why each health practice should be utilized.

4. Given a list of heredity and environmental factors, orally explain how each affects a child's growth and development.

5. Given instruction, class discussion and a list of physical characteristics and behavior patterns in children, identify in writing whether each characteristic is prevalent at infancy, one month, three months, six months, eight months, 10 months, 1 year, 18 months, 2 years, 3 years, 4 years, 5 and/or 6 years of age.

6. Given five case situations and access to reference materials, art supplies and art equipment, plan one art activity for each situation. The plan may be written or oral and must include all the items on the "Trainee Worksheet for Planning Creative Activities".*

7. Given five case situations and access to references, materials, and supplies suitable for dramatic play, plan one dramatic play activity for each case situation. The plan may be written or oral and must include all the items on the "Trainee Worksheet for Planning Creative Activities".*

8. Given five case situations and access to materials and supplies suitable for manipulative play, plan one manipulative play activity for each situation. The plan may be written or oral and must include all the items on the "Trainee Worksheet for Planning Creative Activities".*

---

*V-TECS Child Care Worker, pp. 1, 5, 13.

9. Given five case situations and access to references, materials and supplies suitable for free-choice play, plan one free-choice play activity for each situation. The plan may be written or oral and must include all the applicable items on the "Trainee Worksheet for Planning Creative Activities".*

10. Given five case situations and access to references, music materials, and music media, plan a different music activity for each situation. The plan may be written or oral and must include all the items on the "Trainee Worksheet for Planning Creative Activities".*

11. Given five case situations and access to materials and supplies suitable for nature science activities, plan one nature science activity for each situation. The plan may be written or oral and must include all the items on the "Trainee Worksheet for Planning Creative Activities".*

---

*V-TECS Child Care Worker, pp. 9, 25, 29.

Competencies	Criterion-Referenced Measures
1. Identify prenatal health habits or practices of the mother and the effects of each on the growth and development of children.	1. Selection of five prenatal health practices of the mother-to-be and description of the effects of each on the growth and development of the child. 2. From a list prepared by the instructor, matching of possible defects in the baby as a result of mother's poor health practices. 3. Preparation of a bulletin board depicting results of poor health habits of the mother-to-be.
2. Recommend health practices for prospective parents.	1. Formulation of a health code for prospective parents which includes ten or more items.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Display posters, "A Good Pregnancy Diet" and "Baby's Prenatal Growth" - Invite a public health nurse, health educator, pediatrician, and dentist to form a panel to discuss the importance of prenatal care to the total growth development of the child. Emphasize good health habits for both males and females. - Display materials from kits. - Develop role playing situations which depict or describe the following approved prenatal health habits: outlining exercise program visit to health clinic discussion with private physician participation in pre-parent education - Show films or filmstrips as basis for discussion of effects of health habits of parents in future generations. - Discuss effects of diet, drugs, and VD on prenatal development. Utilize films from National Foundation (March of Dimes). - Discuss "old wives tales" and myths concerning prenatal care, collect as many as possible and use references to disprove them. - Cooperatively develop a list of health do's and dont's for prospective parents. Emphasize mental as well as physical health.	- Child Care and Development, Ch. 3 - The Developing Child, Ch. 2 - Care for You and Baby to Be - Baby Is Coming Soon - Mother and Baby - Child Growth and Development, Ch. 1 - Food for Healthy Mother and Baby - So You're Going to Be a Father - Prenatal Care - Parents' Responsibility - Birth Defects	Films - Life Before Birth - Miracle of Life - Prenatal Care Other Resources March of Dimes (see local chapter) Filmstrip - Infant Care Series No. 1 Kit - Pampers Posters "Baby's Prenatal Growth" "A Good Pregnancy Diet" Other Resources Public Health Nurse Dentist Physician Parent education specialist from: Red Cross Public agency School system Hospital March of Dimes

Competencies	Criterion-Referenced Measures
3. Identify local health and medical resources.	1. Listing of five available resources to prospective parents.
	2. Selection of ten appropriate resources for prospective parents from a listing prepared by the teacher.
4. Identify hereditary traits and/or environmental influences which might affect a child's development.	1. Citation of three or more personal inherited characteristics.
	2. Selection of three or more environmental influences which might affect a child's development.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Using local directories, have trainees collect information on all health and medical resources available to parents and prospective parents. - Have trainees prepare a composite chart of available health and medical resources. - Assign readings to give background information on the influence of heredity and environment on the development of a child. Discuss with class and help trainees develop a working definition which differentiates between hereditary and environmental influences. - Invite biology teacher or other resource person to discuss principles of heredity and the kinds of hereditary traits which might affect a child's development. Discuss traits which may be influenced by both heredity and environment. - Have trainees bring pictures of their families for classmates to examine for inherited similarities. - Have trainees compare themselves to their brothers and sisters noting similarities and differences. Identify traits as hereditary, environmental or both. - Show one or more films on heredity and environment. Lead class discussion. - Invite social worker to discuss environmental factors which affect the growth and development of children.	- Child Care & Development - Children - Understanding & Guiding Young Children - The Children We See - New Baby at Your Home	Films - Heredity & Environment - Heredity and Prenatal Development - Heredity and Family Development Other Resources Biology teacher

Competencies	Criterion-Referenced Measures
	3. Identification of five or more environmental influences in a child care/development center desirable or undesirable.
5. Recognize and meet the basic needs of children: physical, intellectual, and social-emotional.	1. Citation of an example of children's basic needs in each of the following areas of development: physical, intellectual, and social-emotional.
	2. Identification of one or more examples of children's behavior which illustrate an unsatisfied need in each of the following areas: physical, social-emotional, and intellectual.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Have trainees analyze case descriptions in terms of the influences of heredity and environment. - Help trainees develop a guide for evaluating environmental factors in child care/development centers. - Include environmental factors due to cultural or ethnic influences.		Other Resources Social Worker
- Assign appropriate readings. - Invite a resource person to discuss the role of basic needs in relation to the total development of the individual. - Lead a discussion on basic needs displayed by children in each of the main areas of development. Have trainees develop a list of these needs based on the discussion. - Show filmstrips. - Discuss ways in which failure to meet basic needs will affect a child's physical growth, social-emotional development, intellectual development.	- Child Care and Development - Understanding and Guiding Young Children - Psychology for Living	Filmstrips - Child Care and Development Series I - Caring for Young Children - Food Needs - Clothing Needs - Children's Play Other Resources Pediatrician Child Psychologist Parent Nurse
- Display pictures of children having each of their basic needs met. Discuss. - Display pictures of children deficient in one or more basic needs. Discuss. - Have one group of trainees demonstrate their reaction to a basic need. Have a second team analyze the reactions of the first team in terms of needs they were feeling. - Have trainees describe the behaviors often displayed by a child who is ill, over-tired, aggressive or withdrawn.	- Relationships: A Study in Human Behavior	

Competencies	Criterion-Referenced Measures
	3. Role play which depicts one way of meeting each need identified in #2 above.
6. Distinguish infants' and toddlers' physical stages of development.	1. Written or oral description of five or more physical characteristics of a newborn child.
	2. Tracing of five or more stages in a child's motor development from infancy to age two, based on a written case study.
7. Distinguish infants' and toddlers' social stages of development.	1. Preparation of a chart of the developmental sequence of social responses of infants and toddlers from infancy to age two.
8. Distinguish infants' and toddlers' emotional stages of development.	1. Listing of five or more emotional needs of infants and toddlers and an example of how each may be expressed by the child.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Provide role playing or real situations in which trainees identify children's needs from behaviors displayed by the children. Have group analyze and discuss ways these needs can be met.* - Have trainees then role play ways of meeting children's unsatisfied needs. - Have trainees discuss and role play ways of anticipating, recognizing, and meeting children's basic needs before these needs are overtly expressed.		
- Assign related readings. - From references, discuss characteristics of infants and toddlers. - Display chart, "Steps in Baby's Physical Maturation and Motor Control." - From references, compile list of motor skills for ages 1 month - 2 years.		
- Show and discuss films depicting growth and development of infants and toddlers. - Have trainees develop posters or bulletin boards depicting motor development of infants and toddlers up to age two.	- Understanding and Guiding Young Children, Ch. 2 - The Developing Child, Ch. 3 & 9	Films - Abby's First Two Years - How Babies Learn - Fears of Children Filmstrips - Working with Children in Day Care, "The Child" - The First Eighteen Months: From Infant to Toddler - Parents' Magazine Filmstrips, "How an Average One-Year-Old Behaves." Posters - Pampers Kits: "Steps in Baby's Physical Maturation and Motor Control" and others
- Display and discuss chart, "Baby's Social and Emotional Growth." Have trainees select and display pictures tracing a child's social responses from 0 - 2 years. - From references compile a list of emotional and social skills ages 1 month - 2 years.	- The Children We See, Ch. 7 & 8 - Child Growth & Development, Ch. 2 & 5 - Teach Your Baby, Ch. 1 & 2	
- Assign related readings. Have trainees conduct panel discussion on emotional needs of young children and how they express these needs.		

*Suggested for implementation in cooperative education setting, where available.

Competencies	Criterion-Referenced Measures
9. Distinguish infants' and toddlers' intellectual stages of development.	1. Written or oral description of five signs of intellectual growth during infancy.
10. Distinguish between normal and abnormal physical development in children from ages three to six years.	1. Preparation of a chart of the normal growth pattern of young children from ages three to six years.
	2. Sequential ordering of a provided list of motor skills, according to the usual mastery sequence.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Discuss crying; why children cry and how you should respond to it. - Discuss a baby's fears: falling, loud noises, others. - Show films or filmstrip. Discuss. - Display and discuss charts, "Baby's Mental Growth." - From references and films, discuss appropriate kinds of intellectual stimulation. Discuss, "When do babies start to learn?"		Other Resources Pediatrician Pediatric nurse Films - Very Good Bobby - He Acts His Age - Terrible Twos and Trusting Threes - Frustrating Fours and Fascinating Fives - Piaget's Child Development Theory (Part I & II)
- Collect pictures and references from magazines on normal growth patterns of children and arrange display or bulletin board. - Assign readings in appropriate references material. - Discuss readings and clarify terminology use in various references. - Show transparencies and/or film on growth patterns in young children. Highlight normal growth spurts and leveling-off periods for both boys and girls. - Help trainees develop a flow chart showing sequence of child's physical development from three to six years.	- Child Care & Development, Ch. 1 & 5 - Child Growth & Development, Ch. 10, 11, & 15 - How Children Grow & Develop, Ch. 1-3 - The Developing Child, Ch. 4 & 7 - The Children We See - A Setting for Growth	Filmstrips - How an Average Child Behaves Ages 1 Through 5 - Child Care and Development No. 2 Other Resources Pediatrician Child development specialist Child psychologist Kit Pampers posters
- Assign related readings. - Collect pictures of children ages 3 - 6 and prepare a bulletin board. - Have trainees identify the physical characteristics of children at ages 3, 4, 5, and 6. - Show film on child development. Discuss.		

Competencies	Criterion-Referenced Measures
11. Relate behavior of children ages three to six to their respective emotional stages of development.	1. Written or oral description of three or more observable phases in the emotional development of a child from age three to age six.
12. Relate behavior of children ages three to six to their respective social stages of development.	1. Listing of two or more characteristics of a child's social development at each of the following ages: 3, 4, and 5.
13. Analyze developmental differences among children.	1. Outline of two developmental differences in the areas of physical growth and motor skills for two children of the same age and sex.
	2. Outline of one or more developmental differences found between the sexes in each of the following areas: physical growth, social-emotional maturity, and motor skills.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Have trainees role play or use charade type games to depict motor skills at different age levels. - From references, compile list of motor skills for ages three to six years.		
- Discuss the emotional development of the preschool child and the interrelationship of physical, social, and intellectual growth with emotional maturity. - From references, compile list of emotional and social skills for ages three to six years. - Show films. - Have trainees list typical emotional behavior displayed by children. - Have trainees recall own early emotions and reactions.		
- Use charts and posters. - Show filmstrips or films depicting social development. Discuss. - Write a skit advising mothers of ways to enhance social development.		
- Assign related readings. - Review environmental and hereditary factors and their influence on a child's development. - Discuss reasons for differences between twins.		
- Help trainees generalize in describing differences between boys and girls. From within the same group, point out exceptions to the generalizations. - View and discuss film on individual differences.		

Competencies	Criterion-Referenced Measures
14. Evaluate the effect of a child's health on growth and development.	1. Written or oral description of four ways a child's general health will affect his growth and development.
15. Plan and carry out activities which will foster the development of small and large muscles.	1. Role play which depicts three activities to foster small muscle development and three activities to foster large muscle development.
	2. Selection of one or more games or motor activities appropriate for boys and girls in each of the following age groups: 3, 4, 5, and 6 years.
16. Relate behavior of children ages three to six to their respective intellectual development.	1. Listing of four or more environmental factors which have a positive effect and four which have a negative effect on intellectual development.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- From case studies, identify children whose growth patterns differ developmentally, e.g., a child whose emotional development has not kept pace with his physical and intellectual development. - Provide case descriptions for trainees to study. - Help trainees analyze the relationship of health to the growth and development of the children described above.	- Child Care & Development, Ch. 2 - Understanding and Guiding Young Children, Ch. 1 - Children - The Individual Child	Films - Individual Differences - Four Children
- Assign related readings. - Prepare a bulletin board depicting developmental differences between boys and girls. - Roleplay sex preferences. - Relate physical development and desirable motor skills activities. Discuss the difference between large and small muscle development. - Develop a chart showing development of motor skills, - Invite child care/development center director to discuss the relationship of physical development to program and faculty planning. - Develop a file of appropriate activities for various stages of physical development for children ages 3, 4, 5, and 6. - Have trainees roleplay supervision of games and motor activities in class and during work experience. Evaluate.	- The Years Before School - Good Schools for Young Children, Ch. 16 - Childhood and Adolescence: A Psychology of the Growing Person - Suzy Prudden's Creative Fitness for Baby and Child	
- Assign readings on intellectual development of children and discuss. - Develop with the trainees definitions of intellectual development and environmental factors.	- The Developing Child, Ch. 9 & 12 - Understanding & Guiding Young Children, Ch. 3 - Child Psychology	Filmstrips - Child Training-A Series, "Learning to Read"

Competencies	Criterion-Referenced Measures
	2. Written or oral description of two experiences which stimulate the intellectual development of young children.
	3. Selection of at least one each of music, art, science, and nature activities which stimulate concept development; evaluation will use worksheets and checklist. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".
17. Identify social and emotional needs of children and ways of meeting these needs.	1. Role play which depicts at least five emotions frequently experiences by children and one way each is expressed.

Instructor's Checklist*

Check the trainee's performance in the following elements of implementing art activities. Circle YES if the activity was completed, NO if it was not, and N/A if the activity was not applicable.

	Activity	Rating		
1.	Chose an appropriate activity for the group.	Yes	No	N/A
2.	Provided a variety of art materials.	Yes	No	N/A
3.	Chose correct equipment.	Yes	No	N/A
4.	Arranged equipment for convenience.	Yes	No	N/A
5.	Prepared necessary materials.	Yes	No	N/A
6.	Assembled all needed materials and supplies.	Yes	No	N/A
7.	Provided covering to protect the children's clothing.	Yes	No	N/A
8.	Gave easy-to-follow oral directions.	Yes	No	N/A
9.	Encouraged participation.	Yes	No	N/A
10.	Practiced positive guidance techniques.	Yes	No	N/A
11.	Encouraged self-expression.	Yes	No	N/A
12.	Guided clean-up activities.	Yes	No	N/A

*Adapted from V-TECS Child Care Worker, p. 56.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Identify and discuss observable indications of a child's intellectual maturity or ability. Examples: speech, memory, attention, reasoning. - Assign related readings. - Have trainees list environmental factors which are intellectually stimulating. Include implementation of daily activities such as: group or story time, art activities, science projects, outdoor activities, music, etc.	- Child Growth & Development, Ch. 11 - Good Schools for Young Children - Helping Young Children Learn - A Setting for Growth - Cognitive & Mental Development in the First Five Years of Life	- Working with Children in Day Care "The Child Learns" "The Child Talks" "The Child Plays" - Child Care & Development, No. 1, "Intellectual Development" - Understanding Early Childhood, Ages 1 Through 6 "Preparing the Child for Learning"
- For each of the indications of intellectual development, have class describe several simple activities that would challenge or stimulate young children. - Have trainees report on desired actions of child care/development workers, formal and informal, which are intellectually stimulating. - Ask trainees to role play or participate in work situations which provide opportunities for stimulating intellectual development in young children of different ages.*		"Trainee Worksheet for Planning Creative Activities", App. C, pp. C-1 - C-2.
- Assign readings to give trainees background information; discuss. - Help class develop definitions of the terms emotion and emotional needs. - Show selected films depicting the emotional development of children 3, 4, and 5 years of age.	- Child Care & Development, Ch. 8 - Understanding & Guiding Young Children, Ch. 8 - Child Growth & Development - Between Parent & Child - The Developing Child, Ch. 8 & 11 - The Children We See - How to Raise a Human Being	Films - Angry Boy - Children's Emotions - Four Children - Children's Fantasies - Fears of Children - School for Fours - World of Threes

*Suggested for implementation in cooperative education setting, where available.

Competencies	Criterion-Referenced Measures
	2. Identification in writing of the following information from each filmstrip shown in class: - age of child - actions that indicate emotional needs - actions that indicate social needs - actions, if any, taken to meet the need - action by adult responsible - recommended action by adult responsible
	3. Written or oral description or model of four acceptable ways of helping children meet their emotional needs.
	4. Written or oral description of two examples of social interactions in which a three-year-old might be involved; a four-year-old; and a five-year-old.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Presentation of filmstrips		Filmstrips - Working with Children in Day Care. "Who Am I?" "The Child with Others" - Understanding Early Childhood, Ages 1 through 6. "The Child's Point of View" "The Development of Feelings in Children"
- Have trainees contrast the reactions of a three-year-old, a four-year-old, and a five-year-old to to each of the following situations: - one provoking anger - one provoking jealousy - one provoking fear		Other Resources Psychologist Pediatrician Child Care/Development Worker Parents
- Prepare role play situations for trainees to use in demonstrating acceptable ways of helping children meet their emotional needs.		
- Have trainees practice helping children meet emotional needs in role play or work situations.*		
- Discuss the steps in the socialization process through which young children progress. - Show selected films depicting social development for children 3, 4, and 5 years of age. - From films have trainees identify various kinds of interaction among children ages 3 to 5 years.		

*Suggested for implementation in cooperative education setting, where available.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Ask a panel of mothers who have children nearly the same age to discuss social aspects of their children's development. Discuss similarities and differences. (Optional) - Cooperatively develop a guide for typical social interaction of children at home and/or in group care situations. - Assign appropriate readings. - From films have trainees note ways in which children strive to meet their own needs. - Show film, "When Should Grownups Help?" - Discuss when an adult should and when he/she should not become involved in children's activities. - Cooperatively develop guidelines for deciding when to help children and when to stay in the background. - List precautions that should be taken in allowing children to make choices. - Cooperatively prepare a list of choices children should be allowed to make. - Role play decision-making situations.	- Child Growth & Development - Child Development - Between Parent & Child - Contemporary Pre-School Education	Film - When Should Grown-ups Help? Filmstrip - Understanding Early Childhood, Ages 1 Through 6. "The Child's Relationship with the Family" Other Resources Director of child care center Teacher of preschoolers
- Discuss the term "problem behavior", and have class develop a workable definition to be used in evaluating children's behaviors. - Develop a check list or form for recording observations of children and their behavior in varied situations.	- Child Growth & Development, Ch.20 - Understanding & Guiding Young Children, Ch. 7. - A Guide to Discipline - Understanding the Problem Child	Filmstrip - Everyday Problems of Young Children Other Resources Behavioral scientist Counselor Child Development teacher

Teaching-Learning Strategies	References	Materials, Media, & Other Resources

- Help trainees identify incidents of problem behavior which have been observed in films or in real situations and discuss the following:
  - probable reasons for behavior
  - ways of changing or redirecting specific behavior patterns*
- Have trainees discuss various ways of handling problem behavior of young children.		

*Suggested for implementation in cooperative education setting, where available.

REFERENCES

Books and Articles

Ames, Louise B. Child Care and Development. Philadelphia: J. B. Lippincott Company, 1970.

Baker, Katherine Read, and Xenia F. Fane. Understanding and Guiding Young Children. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971.

Brisbane, Holly E., and Audrey Ricker. The Developing Child. Peoria, Ill.: Charles A. Bennett, Inc., 1971.

Ginnott, Haim G. Between Parent and Child. New York: Macmillan Co., 1967.

Hurlock, Elizabeth. Child Growth and Development. New York: McGraw-Hill Book Company, 1970.

Leeper, Sarah H., Ruth J. Dales, Doris S. Skipper, and Ralph L. Witherspoon. Good Schools for Young Children. New York: Macmillan Company, 1971.

Litchtenberg, Phillip, and Delores Norton. Cognitive and Mental Development in the First Five Years of Life: A Review of Recent Research. Rockville, Md.: National Institute of Mental Health, 1970.

Moore, Shirley, and Sally Kilmer. Contemporary Preschool Education: A Program for Young Children. New York: John Wiley and Sons, Inc., 1973.

Painter, Genevieve. Teach Your Baby. New York: Simon and Schuster, 1971.

Pitcher, Evelyn, et. al. Helping Young Children Learn. Columbus, Ohio: Charles Merrill Publishing Company, 1966.

Prudden, Suzy, and Jeffery Sussman. Suzy Prudden's Creative Fitness for Baby and Child. New York: William Morrow and Company, 1972.

Raths, Louis, and Anna Burrell. Understanding the Problem Child. Fairfield, N.J.: Economics Press, 1963.

* Rose, Irene B., and Mary Elizabeth White. Child Care and Development Occupations. Competency-Based Teaching Modules. Atlanta: Atlanta Public Schools, Division of Instruction, Department of Curriculum Development and Supervision, 1974.

Rowen, Betty. The Children We See. New York: Holt, Rhinehart and Winston, Inc., 1973.

---

*Indicates uncopyrighted material.

Salk, L. and R. Kramer. How to Raise a Human Being: A Parent's Guide to Emotional Health from Infancy through Adolescence. New York: Random House, 1969.

Sorenson, Herbert, et. al. Psychology for Living. New York: McGraw-Hill Book Company, 1971.

Stone, L. Joseph, and Joseph Church. Childhood and Adolescence: A Psychology of the Growing Person. New York: Random House, 1973.

Thompson, George S. Child Psychology. Boston, Mass.: Houghton Mifflin Company, 1962.

Todd, Vivian E., and Helen Heffernan. The Years Before School. New York: Macmillan Company, 1969.

Westlake, Helen Gum. Children. Lexington, Mass.: Ginn and Company, 1972.

_____. Relationships: A Study in Human Behavior. Lexington, Mass.: Ginn and Company, 1973.

Free and Inexpensive Materials

Baby Is Coming Soon (also available in Spanish). Columbus, Ohio: Ross Laboratories Educational Services, n.d.

Becoming A Parent. Columbus, Ohio: Ross Laboratories Educational Services, 1971.

Birth Defects. New York: The National Foundation (March of Dimes), n.d.

Care for You and Baby to Be. Columbus, Ohio: Ross Laboratories Educational Services, 1970.

Caring for Your Baby. Columbus, Ohio: Ross Laboratories Educational Services, 1973.

Food for a Healthy Mother and Baby (also available in Spanish). Columbus, Ohio: Ross Laboratories Educational Services, 1968.

* From "I" to "We". Washington: Government Printing Office (1790-00014), 1973.

How Children Grow and Develop. Chicago: Science Research Associates, 1953.

Infant Care. Washington: Government Printing Office, 1973.

* The Individual Child. Washington: Government Printing Office (1790-00012), 1973.

* Language Is for Communication. Washington: Government Printing Office (1790-00016), 1973.

Mother and Baby (Black) (also available in Spanish). Columbus, Ohio: Ross Laboratories Educational Services, 1971.

New Baby at Your Home (also available in Spanish). Columbus, Ohio: Ross Laboratories Educational Services, 1974.

Parents' Responsibility. Chicago: American Medical Association, 1971.

* Prenatal Care. Washington: Government Printing Office, 1973.

* A Setting for Growth. Washington: Government Printing Office, 1973.

* So You're Going to Be a Father. Washington: Government Printing Office, 1973.

Westlake, Helen Gum. Children. Lexington, Mass.: Ginn and Company, 1972.

_____. Relationships: A Study in Human Behavior. Lexington, Mass.: Ginn and Company, 1973.

Audio-Visual Aids

Films

Abby's First Two Years: A Backward Look. 30 min., b/w. New York: New York University Film Library, 1960.

Summary: Shows the development of a child backward from age 2 months - 2 years, thus emphasizing the physical and behavioral changes in infancy and babyhood.

Angry Boy. 33 min., b/w. Chicago: International Film Bureau, 1951.

Summary: Tommy Randall is caught in the act of stealing in school; understanding teachers send him to a guidance clinic for treatment of his emotional problems.

Children's Emotions. 22 min, b/w. New York: McGraw-Hill Films, 1950.

Summary: Discusses the major emotions of childhood: fear, anger, jealousy, curiosity, and joy.

Children's Fantasies. 21 min., b/w. New York: McGraw-Hill Films, 1956.

Summary: Explains how a child's fantasies develop and how the child is affected by them.

Discipline and Self-Control. 15 min. Washington: U.S. National Audio-Visual Center, National Archives and Records, 1959.

Summary: Explains that self-control is developed in children through discipline which is firm, consistent, friendly, and sympathetic; shows how teacher can avoid discipline problems.

Fears of Children. 29 min., b/w. Chicago: International Film Bureau, 1951.

Summary: 5 year old Paul's mother is unduly protective and his father overly severe. Shows how fears common to children may be magnified by inconsistency in parental attitudes.

Four Children. 20 min., b/w. Washington: U.S. National Audio-Visual Center, National Archives and Records, 1968.

Summary: Tells the story of four Headstart children. Presents an intimate look at the children and homes.

Frustrating Fours and Fascinating Fives. 22 min., color. New York: McGraw-Hill Films, 1952.

Summary: Shows a boy's behavior and development at four years of age and again at five.

The Growing Child. 30 min., b/w. New York: Time-Life Films, Inc., 1970.

Summary: Emphasizes the importance of play for a child. Views several play groups, illustrating different ways in which the child learns and develops through play.

Guiding Behavior. 20 min., b/w. Los Angeles: Churchill Films, 1966.

Summary: Shows several spontaneous and unrehearsed nursery school situations in which children need help in managing both group and individual behaviors, teachers' methods of handling them.

He Acts His Age. 13 min. New York: McGraw-Hill Films, 1951.

Summary: Survey of typical behavior of children from ages 1-15 illustrated through play activities at a large picnic. Points out changes in their interests, activities, and emotions.

Heredity and Environment. 30 min., b/w. Bloomington: Indiana University, Audio-Visual Center, 1960.

Summary: Discusses the hereditary-environmental effects on an individual and the effects on the parents, which in turn might affect the offspring.

Heredity and Family Development. 9 min., b/w. New York: McGraw-Hill Films, 1955.

Summary: Demonstrates that individuals are products of heredity and environment. Studies the heredity and environment of a high school student.

Heredity and Prenatal Development. 21 min., b/w. New York: McGraw-Hill Films, 1950.

Summary: Step by step picturization of growth, subdivision, and eventual union of male and female sex cells.

How Babies Learn. 35 min., color. New York: New York University Film Library, 1965.

Summary: Shows some important developmental advances during the first years of life. Stresses that learning is influenced by interpersonal environment and physical environment.

Individual Differences. 29 min., b/w. Bloomington: Indiana University, Audio-Visual Center, 1959.

Summary: Explains that individual differences in children occur in physical, mental, and emotional growth and development. Dsecribes and illustrates the special and dynamic problems of the exceptional child.

Life Before Birth. 26 min., b/w. New York: Carousel Films, Inc., 1960.

Summary: Gives a non-technical introduction to the basic principles of embryology. Shows the development of a chick embryo.

Miracle of Life. 10 min., b/w. New York: Almanac Films, Inc., 1957.

Summary: Shows the process of egg fertilization, cell development, and cell division from the various stages of embryonic development up to birth in both invertebrates and mammals.

Piaget's Development Theory, Part 1, Conservation. 28 min., color; Part 2, Classification. 17 min., color. San Francisco: Davidson Films, 1967.

Summary: Illustrates the development theory of Jean Piaget, famed Swiss psychologist, concerning children's thought processes. Shows tasks used as testing techniques.

Prenatal Care. 45 min., color. New York: Parents' Magazine Films, 1973.

Summary: Designed to further the viewer's understanding of parenthood and provide information about proper prenatal care.

School for Fours. 27 min.; b/w. Columbus: Ohio State University, 1967.

Summary: Shows how play can become a learning experience for four year olds. Discusses the effects of teaching and discipline on the child's behavior.

Terrible Twos and Trusting Threes. 21 min. New York: McGraw-Hill Films, 1951.

Summary: A study of child behavior at two and three years, showing what to expect from youngsters at these ages and suggesting how parents can deal constructively with the problems they present.

Very Good Bobby. 35 min. Tallahassee: Florida State University, n.d.

Summary: A detailed study of early childhood growth and development.

When Should Grownups Help? 14 min., b/w. New York: Vassar College (Studies on Normal Personality Development Series), New York University Film Library, 1950.

Summary: Shows preschool children in various situations in some of which they require help from adults and in others manage successfully themselves. It is pointed out that sometimes adult help is necessary in order that the child succeed in projects (dressing, building an airplane, etc.) which he has undertaken. At other times it is important for adults not to intrude their goals of speed or efficiency; the grownup must decide whether to give help or not, depending on the situation. Captions instruct the audience to decide in which of four episodes the children should have been helped.

World of Three. 28 min., b/w. New York: National Film Board of Canada, 1967.

Summary: Presents an impression of life as seen by a three-year-old child; shows effects of jealousy on a young child's behavior.

Filmstrips

Child Care and Development. 8 filmstrips and cassettes, color. New York: Mc-Graw Hill Films, n.d.

Summary: Emphasizes the importance of the parent's contribution to all aspects of a child's growth and development. Typical family situations presented so that the student becomes involved with concrete problems and solutions.

Series 1. "Caring for Young Children"
"Food Needs"
"Clothing Needs"
"Children's Play"
Series 2. "Influences on Children"
"Anxieties of Children"
"Discipline and Punishment"
"Intellectual Development"

Child Training - A Series. 5 filmstrips. Chicago: International Film Bureau, 1965.

Summary: Describes the problems of child rearing from the pre-natal period through the child's teenage years to maturity. Selected strips for early childhood:

"Destructiveness"
"Fear"
"Feeding Habits"
"Learning to Read"
"Shyness"

Everyday Problems of Young Children. 5 filmstrips and cassettes, color. New York: Parents' Magazine Films, Inc., 1974.

Summary: Designed to aid adults in identifying behavior that reveals a child's problems. Provides insight into likely causes of a child's problem behavior and suggests ways for the adult to help the child deal with his distress:

"When Children Disobey"
"When Children are Aggressive"
"When Children Do Worrisome Things"
"When Children Are Afraid"
"When Children Begin School"

The First 18 Months: From Infant to Toddler. 5 filmstrips and cassettes, color. New York: Parents' Magazine Films, Inc., n.d.

Summary: Examines the needs, behavior and development of a child from infancy to toddlerhood and gives practical advice on ways to encourage healthy development:

"The New Arrival"
"Discovering the World"
"Making Friends with the Family"
"First Steps, First Words"
"A Time for Adventure"

How an Average Child Behaves--Ages 1 through 5. 5 filmstrips, record or cassettes, color. New York: Parents' Magazine Films, Inc., n.d.

Summary: Describes the typical child's development from one to five years:

"How an Average One-Year-Old Behaves"
"What to Expect of a Two-Year-Old"
"Introducing the Three-Year-Old"
"Pictorial Guide to the Four-Year-Old"
"Portrait of a Five-Year-Old"

Infant Care Series. 8 filmstrips and cassettes, color. New York: McGraw-Hill Films, n.d.

Summary: Emphasizes prenatal care and child growth patterns.

Part 1. "Prenatal Care and Planning"
"Parental Responsiblity"
"The Family and the New Baby"
"A Baby's Day"
Part 2. "Infants and Learning"
"Growth and the First Year"
"Infant's Food Needs"
"Breastfeeding and Bottle Feeding"

Understanding Early Childhood, Ages 1 through 6. 4 filmstrips, sound, color. New York: Parent's Magazine Films, Inc., 1973.

Summary: Shows child's development and behavior:

"The Child's Relationship with the Family"
"The Child's Point of View"
"Preparing the Child for Learning"
"The Development of Feelings in Children"

Working with Children in Day Care. 10 filmstrips, records and notebooks. Washington: Day Care and Child Development Council of America, Inc., n.d.

Summary: Describes work in the day care center:

"The Child"
"Safety in the Day Care Center"
"Sleeping, Eating, Toilet Training"
"Who Am I?"
"Discipline"
"The Child with Others"
"The Child Learns"
"The Child Talks"
"The Child Plays"
"Choosing Toys and Activities"

Kits, Charts and Posters

Pampers Kit. Posters, displays, etc. Cincinnati, Ohio: Pampers Professional Service, Proctor and Gamble, n.d.

Summary: Shows proper care of infants.

Appendix C
Trainee Worksheet for Planning Creative Activities

1. Type of activity:

2. Materials needed:

3. Supplies needed:

4. Age group for which the activity is appropriate:

5. How the children will be encouraged to participate:

---

*Vocational-Technical Education Consortium of States, A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Child Care Workers, (Atlanta, Ga.), 1, 5, 9, 13, 25, 29.

6. Ideas for adapting the activity for children with a variety of special needs:

7. How children will benefit from the activity:

8. Ideas for guiding children toward acceptable behavior during the activity:

9. Location chosen for the activity:

10. Safety precautions that will be taken:

11. How the activity will be evaluated:

"Homework" Assignment*

Reference: Bureau of Child Health. Six Months to One Year. Richmond: Virginia State Department of Health, 1975.

1. Name three activities baby can do at this age?

   a.

   b.

   c.

2. When is baby likely to get his of her first tooth? _____

3. What can you give the baby when she is teething to help sooth her gums?

4. What is baby likely to do if you smile at him or her?

5. Why should baby spend time out of his pen?

6. Name some ways to help baby learn to talk.

7. How can baby be taught that he or she doesn't have to cry in order to get attention.

8. When should baby be ready to give up the bottle and eat three meals a day with his or her family?

9. When is a good time to give baby pieces of food such as cooked green beans, pieces of cheese, peas, sliced bananas, etc.

10. How much should baby weigh by her first birthday? _____

*This material was pilot-tested by research project personnel.

Key to "Homework" Assignment
Six Months to One Year

1. a. sitting
   b. crawling
   c. holding bottle or starting to drink from cup and feed himself

2. 6 months

3. something firm (carrot, rubber ring, etc.)

4. smile back

5. explore

6. a. use gestures with words
   b. make one sound at a time
   c. play games
   d. tell me what you are doing
   e. tell me what I am doing

7. Show him or her affection often.

8. 1 year

9. When he begins picking things up with his or her fingers.

10. about three times his or her birth weight

"Homework" Assignment *

Reference: Bureau of Child Health. One Year to Two Years. Richmond: Virginia State Department of Health, 1975.

1. What is the recommended way to handle a temper tantrum?

2. How many teeth will baby have by his or her second birthday? _____

3. What kind of care should baby teeth be given?

4. What is the danger in allowing small objects such as beads, corn grains, etc. to be within baby's reach?

5. What is a good age to begin toilet training according to experts? _____

6. Are all children ready to toilet train at a particular age?

7. What are some signs that a child is ready for toilet training?

8. How long should you require the child to sit on the potty?

9. At about what age will baby start putting words together? _____

10. Baby will want to explore everything including his or her own body and may often take clothes off to do so. What should you do about it?

*This material was pilot-tested by research project personnel.

Key to "Homework"
One Year to Two Years

1. Ignore it.
2. 20
3. brush or wipe with clean cloth
4. swallow, put in ears and nose
5. 20 months
6. no
7. a. BM about same time each day
   b. can walk
   c. can say a word such as "potty" to let you know he or she is ready
   d. knows what potty is for and where it is
8. no more than 5 minutes
9. 1 1/2 to 2 years
10. Don't make a fuss.

"Homework" Assignment*

Reference: Bureau of Child Health. Two Years to Three Years. Richmond: Virginia State Department of Health, 1975.

1. What is this age child called?
2. What are some things he or she enjoys doing?
3. When is a good time to take the child for the first visit to the dentist?
4. What are some simple commands that this age child can follow?
5. What are some important things that this age child can tell you?
6. How can you help the child in learning to talk when he or she mixes up his or her words?
7. What can you do to make the child's bathtime pleasant so he or she will want to get clean?
8. How can you make glue for pasting pictures?
9. How can you make finger paint?
10. Why do two year olds say "no" so often?

---

*This material was pilot-tested by research project personnel.

Key to "Homework" Assignment
Two Years to Three Years

1. toddler

2. a. kicking and throwing a ball
   b. drawing lines with crayons
   c. dressing and undressing
   d. playing mother's helper
   e. playing outside
   f. being with other children

3. before the third birthday

4. a. "put the ball on the chair"
   b. "turn off the light"

5. name
   what he is--"boy"; what she is--"girl"
   how old he or she is (show by fingers)
   what he or she wants--"more milk"

6. Repeat what he or she says in the correct order.

7. make it a happy time
   let her play in water

8. flour and water

9. non-menthol shaving cream and food colors

10. showing their independence

Module Topic: Nutrition for Children

Generalization: *Skill in food planning and preparation for young children is related to the child's health and general well-being.*

Instructional Objectives:

1. Given instruction, a Basic Four food chart, and a list of 15 foods, place all 15 in the proper food grouping with 80% accuracy.

2. Given a list of five nutritional requirements, identify in writing those that are appropriate for adults (mark with an A) and those appropriate for children (mark with a C).

3. Given a Basic Four food guide, plan in writing two days' menus, correctly including the recommended allowances for each of the four food groups.

4. Given a list of physical characteristics, identify orally five of the six which are characteristic of a well-nourished adult.

5. Given a list of physical characteristics, identify orally five of the seven which are characteristic of a well-nourished child.

6. Given three foods and appropriate utensils, divide the foods into proper serving sizes for children.

7. Given a menu, and necessary recipes, foods, and supplies, prepare three nutritious snacks for children.*

8. Given five case situations and access to references, materials, equipment and supplies, plan in writing one activity in which the children will participate in the preparation of food for each situation described.*

9. Given instruction and a case study, identify orally three reasons why children refuse new foods.

10. Using the same case study as in #9, explain orally three ways to introduce new foods.

11. Given instruction and instructor discussion, list in writing four environmental factors which may affect a child's appetite.

12. Given instruction and instructor discussion, list in writing four reasons for using good table manners.

13. Given instruction and instructor direction, list five guidelines for appropriate table conversation.

14. Given a list of 10 food and food patterns, identify orally the seven which are regional and/or ethnic.

---

*V-TECS Child Care Worker, pp. 111, 43.

Competencies	Criterion-Referenced Measures
1. Apply principles of good nutrition to selecting foods.	1. Developing a definition of nutrition and nutrients as a basis for this study.
	2. Selecting foods from a given list, and grouping into menus which would meet the Basic Four guidelines for a five day period for adults and children.
2. Relate the importance of a balanced diet to total physical development.	1. Identification of five physical characteristics of a well nourished person and relating these to good nutrition.
	2. Written or oral description of four or more actions of a well nourished person and relating these to good nutrition.
	3. Role play which depicts five or more good food habits.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Show film from the list given to stimulate discussion of nutrition. - Have trainees collect materials related to good nutrition from newspapers, magazines, etc. - Assign related reading. - Have trainees write their own definition of nutrition. Discuss. - Use charts or color photos of food to demonstrate Basic Four guidelines for food needs for adults and children. - Invite nutritionist or dietician to discuss the use of Basic Four guidelines. - Have trainees place model foods into Basic Four groups. - Use foods or food models to demonstrate meal patterns which meet Basic Four guidelines for adults and children. - Show film or filmstrip from given list to motivate trainees interest in food selection. - Discuss physical characteristics of a well nourished person and relate to diet. - Prepare a poster or bulletin board depicting characteristics of a well nourished person. - Ask trainees to observe in cafeteria and relate food being consumed to characteristics and actions of individual.* - Discuss observations. - Ask each trainee to keep a record of food intake and compare with Basic Four guidelines. - Stress the importance of child care workers modeling good health habits.	- Food, the Color of Life - Nutrition Service Book - Homemaking for Teen Agers--Book 2 - Food, A Key to Better Health - Food to Grow On - Eat to Live - Nutrition--Staff Training Program - Food Becomes You - Teaching Nutrition - Food & Your Future Ch. 1, 2, & 15	Films - Food, the Color of Life - You Are What You Eat - Hunger in America Filmstrips - Your Food--Chance or Choice - Good Food Works for You Charts & Kits - A Guide to Good Eating - Nutrient Teaching Charts - Food Models -"Appropriate Foods for Young Children", App. D, p. D-1. Other Resources - Nutritionist - Dietician

*Suggested for implementation in cooperative education setting, where available.

Competencies	Criterion-Referenced Measures
3. Relate the importance of a balanced diet to the total development of the young child.	1. Identification of five characteristics of a well nourished child and relation of these to good nutrition.
	2. Written or oral description of at least four behaviors of a well nourished child and relation of these to good nutrition.
4. Apply the knowledge of the food needs of young children to food selection.	1. Identification of four examples of appropriate foods for young children from each of the Basic Four food groups.
	2. Planning menus for children under six, for two days, which meet the Basic Four guidelines.
	3. Planning nutritious snacks to supplement specified meals to meet Basic Four guidelines.
5. Prepare food for young children.	1. Preparing three or more nutritious snacks suitable for preschoolers.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Show film from given list and relate good nutrition to children's characteristics and behavior. - Discuss characteristics of a well nourished child. - Assign readings on nutrition adequacy and the feeding habits and patterns which are necessary to produce it. - Describe the food needs of preschool children and relate these to Basic Four groups. - Show filmstrips, "Feeding Young Children" (from list) to depict the needs of young children. - Assign trainees to develop sample menus for preschool group. Develop checklist for evaluating menus. - Compile a list of nutritious snacks for preschoolers. - Use sample menus previously developed to demonstrate appropriate combinations of meals and snacks which meet Basic Four guidelines. - Emphasize the importance of the form of the food served (use of finger foods, small servings, etc.) - Have trainees practice preparation of snacks and measuring appropriate food portions. (Optional.) *	- Your Child from 1 to 6 - Food Before Six - Feeding Little Folks - Child Care & Development, Ch. 10 - Nutrition Industries Guide - Rainbow Series - A Nursery School Handbook - Nutrition for the Growing Years - Food & Your Future Ch. 1, 2, & 15	Films - Eat Well, Grow Well - Jenny Is a Good Thing - Doing Great Things Filmstrips - Feeding Your Young Children Charts & Kits - Nutrient Teaching Charts - A Guide to Good Eating "A Guide to the Amounts of Food for Different Age Groups", App. D, p. D-3. "Meals for A Day", App. D, p. D-5. "Suggested Menus for Children", App. D, p. D-6. "Menu Planning Form", App. D, p. D-7. "Mealtime for Little Folks", App. D, p. D-8.

*Suggested for implementation in cooperative education setting, where available.

Competencies	Criterion-Referenced Measures
6. Prepare and supervise young children at mealtime.	1. Written or oral description of child care/development worker can use in preparing young children for mealtime.
	2. Written or oral description of two or more positive guidance techniques during mealtime.
7. Help children develop interest and formulate concepts from mealtime activities.	1. Stimulation of mealtime conversation with children.
	2. Identification of concepts related to food characteristics.
8. Help children develop interest in food and mealtime.	1. Role play which depicts five or more practices for the purpose recommended by Headstart Rainbow Series.
	2. Written or oral description of five or more food preparation techniques which make food more interesting to young children.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Have trainees role play to demonstrate skill in preparing a group of 3 and 4 year old children for mealtime. - Discuss ways to help young children enjoy mealtime.	- Tots at the Table - Food Before Six - Feeding Little Folks - The Nursery School - The Rainbow Series	
- Discuss positive guidance techniques to use when supervising young children at mealtime.		Posters - A National Awareness Educational Program
- Discuss importance of conversation at mealtime. - Discuss ways of stimulating desirable mealtime conversation. - Roleplay appropriate mealtime conversation with young children.		
- List concepts which can be developed during mealtime, e.g., hot, cold, soft, hard, crunchy, crisp, etc. - Prepare bulletin board to depict concepts related to food.		
- From references and films shown earlier, discuss acceptable attitudes toward food. - List ways to develop acceptable attitudes toward food in young children.		
- Using Headstart guidelines, develop a checklist for trainees to use in evaluating their own interests and attitudes toward food and mealtime.		

Competencies	Criterion-Referenced Measures
9. Analyze cultural differences in terms of ethnic food and food patterns.	1. Written or oral description of three food or mealtime experiences which contribute to the understanding of regional and/or ethnic foods and food patterns.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Invite individuals with different ethnic or cultural food habits to talk with students and illustrate preparation and use of specialized foods. - Have trainees describe or demonstrate mealtime experiences which contribute to the understanding of regional and/or ethnic food patterns and practices.		Other Resources Parents Representatives of various cultural or ethnic groups

REFERENCES

Books and Articles

Ames, Louise B. Child Care and Development. Philadelphia: J. B. Lippincott Company, 1970.

Croft, Karen B. The Good for Me Cookbook. San Francisco: R & R Research Associates, 1971.

Foster, Florence P. Adventures in Cooking. Westfield, N.J.: New Jersey Association for the Education of Young Children, 1971.

Leverton, Ruth M. Food Becomes You. Ames: Iowa State University Press, 1969.

McDermott, Irene, Mabel Trilling, and Florence Nicholas. Homemaking for Teenagers. Peoria, Ill.: Charles A. Bennett and Company, Inc., 1972.

McWilliams, Margaret. Nutrition for the Growing Years. New York: John Wiley and Sons, Inc., 1967.

Read, Katherine H. The Nursery School. A Human Relationship Laboratory. 4th ed. Philadelphia: W. B. Saunders, Company, 1966.

* Rose, Irene B., and Mary Elizabeth White. Child Care and Development Occupations. Competency-Based Teaching Modules. Atlanta: Atlanta Public Schools, Division of Instruction, Department of Curriculum Development and Supervision, 1974.

Understanding Food Patterns. Chicago: American Dietetic Association, 1972.

White, Ruth B. Food and Your Future. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Free and Inexpensive Materials

Child's Bureau; Department of Health, Education, and Welfare. Your Child from One to Six. Washington: Government Printing Office, 1967.

* Department of Health, Education, and Welfare. Nutrition Instructor's Guide. Washington: Government Printing Office, 1969.

Eat to Live. Chicago: Wheat and Flour Institute, 1969.

Feeding Little Folks. Chicago: National Dairy Council, 1968.

Food--A Key to Better Health. New York: Nutrition Foundation, Inc., 1970.

*Indicates uncopyrighted materials.

* Food and Nutrition Service; Office of Child Development; Department of Health, Education, and Welfare. Nutrition Education for Young Children. Washington: Government Printing Office, 1970.

* _____. Nutrition--Staff Training Programs. Washington: Government Printing Office, 1967.

Food Before Six. Chicago: National Dairy Council, 1969.

Food for Baby. Freemont, Mich.: Gerber Products Company, 1969.

Food, the Color of Life. Chicago: National Dairy Council, n.d.

Food to Grow On. Chicago: National Livestock and Meat Board, 1959.

Nutrition Source Book. Chicago: National Dairy Council, n.d.

* Office of Child Development; Department of Health, Education, and Welfare; Project Headstart. Rainbow Series. Washington: Government Printing Office, 1967-69:

No. 1	"The Staff"
No. 2	"Health Services"
No. 3	"Nutrition, Better Eating for a Head Start"
No. 3a	"Food Buying Guide and Recipes"
No. 3b	"Nutrition Instructors' Guide"
No. 3c	"Leader's Handbook for a Food Course"
No. 3d	"Nutrition--Staff Training Programs"
No. 3e	"Jenny is a Good Thing--Leader's Discussion Guide of Film"
No. 3f	"Nutrition Education for Young Children"
No. 4	"Daily Program I"
No. 5	"Volunteers"
No. 6	"Parents are Needed"
No. 7	"Social Services"
No. 9	"Equipment and Supplies"
No. 10	"Points for Parents"
No. 11	"Daily Program III"

Tots at the Table. Chicago: National Livestock and Meat Board, n.d.

* Where's Herbie. Washington: Government Printing Office, Pub. (OCD) 72-59, 1972.

White, Ruth B. Food and Your Future. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Audio-Visual Aids

Films

Doing Great Things. 14 1/2 min., color, sound. New York: Modern Talking Pictures, n.d.

Summary: Shows good performance for children in early childhood.

Eat Well, Grow Well, 11 min., sound. Chicago: Coronet Instructional Films, 1963.

Summary: At a magic show, a child discoveres the importance of food and how it helps him stay well and energetic.

Food, the Color of Life. 22 1/2 min., color, sound, and guide. Chicago: National Dairy Council, n.d.

Summary: Shows how to motivate trainees to better food selection and diet.

Hunger in America. 16 min., sound. New York: Carousel Films, Inc., 1968.

Summary: A study of current food programs that deal with poverty and minority groups in specific areas of America.

Jenny Is a Good Thing. 18 min., color. New York: Modern Talking Pictures, n.d.

Summary: Shows the importance of good nutrition.

You Are What You Eat. 27 min., b/w, sound. Berkeley: University of California Extension, n.d.

Summary: Describes influence of nutrition upon appearance, health, and life span. Food ingredients are defined and their contribution to health explained.

Filmstrips

Feeding Your Young Children. 60 frames with teacher guide, color. Chicago: National Dairy Council, n.d.

Summary: Guides for feeding pre-school children with emphasis on building positive attitudes.

Good Food Works for You. 15 frames, slide key, records, and teacher's guide. Washington: Extension Service, U.S. Department of Agriculture, n.d.

Summary: Emphasizes the role of food in good health.

Your Food--Chance or Choice. 36 frames, color, sound. Chicago: National Dairy Council, n.d.

Summary: Shows how to apply nutrition knowledge to everyday food choices.

Kits, Charts, and Posters

Food Models. Full color life size models of foods. Chicago: National Dairy Council, n.d.

A Guide to Good Eating. Poster and guide on Basic Four Food Groups. Chicago: National Dairy Council, n.d.

Nutrient Teaching Charts. Chicago: National Dairy Council, n.d.

A Nutritional Awareness Educational Program. Ethnic group posters with lesson plans. New York: Family Circle Magazine, Inc., n.d.

Appendix D
Appropriate Foods for Young Children

Check the examples that are listed in their proper Food Groups:

Meat, Fish, Poultry		Bread & Cereals	
egg	___	Rice Crispies	___
braised liver	___	dried peas	___
meat balls	___	toast	___
macaroni & cheese	___	coffee cake	___
green peas	___	corn bread	___
Milk & Dairy Products		**Fruits & Vegetables**	
chocolate milk	___	tangerine	___
ice cream	___	broccoli	___
butter	___	peach slices	___
peanut butter	___	spaghetti	___
skim milk	___	orange juice	___

A GUIDE TO THE AMOUNTS OF FOOD FOR DIFFERENT AGE GROUPS (1)

Adapted from *Special Food Service Programs for Children*, U. S. Department of Agriculture Food and Nutrition Service.

Meal Patterns	Children 1 up to 3 years	Children 3 up to 6 years	Children 6 up to 12 years
BREAKFAST PATTERN			
Juice or fruit	1/4 cup	1/2 cup	1/2 cup
Bread and/or cereal (2)			
Bread	1/2 slice	1/2 slice	1 slice
Cereal	1/4 cup	1/3 cup	3/4 cup
Milk, fluid whole	1/2 cup	3/4 cup	1 cup
LUNCH OR SUPPER PATTERN			
Meat and/or alternate:			
One of the following or combinations to give equivalent quantities:			
Meat, poultry, fish	1 ounce	1-1/2 ounces	2 ounces
Cheese	1 ounce	1-1/2 ounces	2 ounces
Egg	1	1	1
Cooked dry beans or peas	1/8 cup	1/4 cup	1/2 cup
Peanut butter	1 tablespoon	2 tablespoons	4 tablespoons
Vegetables and/or fruits (3)	1/4 cup	1/2 cup	3/4 cup
Bread, whole-grain or enriched (4)	1/2 slice	1/2 slice	1 slice
Butter or fortified margarine	1/2 teaspoon	1/2 teaspoon	1 teaspoon
Milk, fluid whole	1/2 cup	3/4 cup	1 cup
SUPPLEMENTAL FOODS SERVED BETWEEN MEALS			
Milk or juice or an equivalent	1/2 cup	1/2 cup	1 cup
quantity of fruit or vegetable	1/2 cup	1/2 cup	1 cup
Bread or cereal (5)			
Bread	1/2 slice	1/2 slice	1 slice
Cereal	1/4 cup	1/3 cup	3/4 cup

(1) Age 12 and over: Adult-sized portions based on the greater food needs of older boys and girls.
(2) A serving of whole-grain or enriched bread; or an equivalent serving of cornbread, biscuits, rolls or muffins, etc., made of whole-grain or enriched meal or flour; or a serving of whole-grain cereal or enriched or fortified cereal or a combination of any of these foods.
(3) Must include at least two kinds of vegetables and/or fruits.
(4) A serving of whole-grain or enriched bread; or an equivalent serving of cornbread, biscuits, rolls, muffins, etc., made of whole-grain or enriched meal or flour.
(5) A serving of whole-grain or enriched bread or cereal; or an equivalent serving of cornbread, biscuits, rolls, muffins, crackers or cookies made of whole-grain or enriched meal or flour.

*Irene B. Rose and M. E. White, Child Care and Development Occupations. Atlanta: Atlanta Public Schools, 1974.

MEALS FOR A DAY*

FOR INFANTS: (6 months to 1 year)

Breakfast

Cereal (iron fortified)
Egg
Formula or milk

Mid-Morning

Orange juice

Noon Meal

Vegetable
Meat
Formula or milk

Mid-Afternoon

Formula or milk
Crusty enriched bread or crackers

Evening Meal

Cereal (iron fortified)
Fruit
Formula or milk

FOR CHILDREN: (13 months to 3 years)

Breakfast

Fruit or juice
Cereal (iron fortified)
Milk

Mid-Morning

Milk or fruit or vegetable juice
Whole grain or enriched bread

Lunch

Lean meat, poultry, fish or egg or alternate
Vegetable
Whole grain or enriched bread
Fruit
Milk

Mid-Afternoon

Milk or fruit or vegetable juice
Enriched cracker

Evening Meal

Meat, poultry, fish, egg, or alternate
Vegetable
Whole grain or enriched bread
Fortified margarine or butter
Fruit or plain pudding
Milk

*From: *Day Care in Georgia.* Georgia Department of Human Resources, Licensing Services Unit, 618 Ponce de Leon Avenue, Atlanta, Georgia 30308.

(Meals for the entire day are shown so that parents and staff of the center can plan together for an adequate diet for the child.)

SUGGESTED MENUS FOR CHILDREN*

MEAL PATTERNS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Breakfast					
Juice or fruit	Banana	Apricot Halves	Tomato Juice	Pineapple Juice	Apple Juice
Cereal or bread	Rice Crispies	Toast-Jelly	Cheese Toast	French Toast	Raisins
Milk	Milk	Milk	Milk	Milk	Bread, Milk
A. M. Supplement				Peanut Butter	
Milk or juice	Apple Juice	Orange Juice	Pineapple Juice	Toast Strip	Tomato Juice
Bread or cereal	Raisin Cookie	Honey Buttered Toast	Coffeecake	Apple Slice	Cheese Bar
Lunch					
Meat or alternate	Creamed Eggs on toast	Braised Liver with onions	Macaroni and Cheese Deviled Egg	Meat Loaf	Fish Square
Vegetables and/or fruits	Broccoli Peach Slices	Green Beans Mashed Potatoes	Spinach Pear & Prune Cup	Buttered Potato Mixed Fruit	Green Peas Slaw
Bread	Toast	Roll	Roll	Hot Biscuit	Roll
Butter/margarine	Butter	Butter	Butter	Butter	Butter
Milk	Milk	Milk	Milk	Milk	Milk
Other foods	Cake Square	Oatmeal Cookie	Brownie	Honey	Banana Pudding
P. M. Supplement					
Milk or juice	Milk	Milk	Milk	Milk	Milk
Bread or cereal	Peanut Butter & Jelly Sandwich	Breakfast Pie	Banana Corn-meal Slices	Cranberry Muffin	Toasted Roll
Supper					
Meat or alternate	Baked Ham Cheese and Potato Casserole	Meat Balls with Spaghetti	Dry Beans with Ham pieces	Baked Chicken	Tuna Casserole
Vegetables and/or fruit	Red & Green Cabbage Salad	Green Peas Pear Half	Vegetable Salad Tangerine	Peas & Carrots Citrus Fruit Cup	Green Lima Beans Pickled Beet Slice
Bread	Roll, butter	Roll	Roll	Roll	Roll
Butter/ margarine	Milk	Butter	Butter	Butter	Butter
Milk	Apple Crisp	Milk	Milk	Milk	Milk
Other foods		Chocolate Pudding	Prune Cake	Rice-Gravy	Peanut Butter Cookie

NOTE: Use enriched flour for all baked products including cakes and cookies.

*Adapted from *Special Food Service Programs for Children*, U. S. Dept. of Agriculture Food and Nutrition Service.

123

MENU PLANNING FORM

Week of _____

MEAL PATTERNS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Breakfast Juice or fruit Bread and/or cereal Milk, fluid whole					
A. M. Supplement Milk, juice, fruit, or vegetable Bread or cereal					
Noon Meal Meat and/or alternate Vegetables and/or fruits Bread Butter/margarine Milk, fluid whole Other foods					
P. M. Supplement Milk, juice. fruit, or vegetable Bread or cereal					
Evening Meal Meat and/or alternate Vegetables and/or fruits Bread Butter/margarine Milk, fluid whole Other Foods					

MEALTIME FOR LITTLE FOLKS*

Hi Teach!

This is Sally. I am three years old now. I like to talk on the telephone. I'm phoning to tell you how I like to eat.

I like pretty colored foods.

I like foods I can hold—rolled lettuce, pieces of carrot, and slices of apple (peeled, please).

I like my meat cut up in little pieces.

I do not like things that bite my tongue. (My taste is keener than yours.)

It is fun to eat foods that go "crunch."

I like food warm—not real hot or real cold.

I like a little bit on my plate at one time. Then I can ask for more.

I like to feed myself. When I get tired, it is nice if somebody helps me.

I do not like vegetables with strings in them.

I do not like gummy things. They stick in my mouth. Sometimes mashed potatoes do.

A whole glass of milk almost fills my tummy. Then there is not much room left. I would rather leave the milk till last.

I like my own plate. I can push my spoon against the high sides. This way, I do not spill so much.

I can eat best with my own spoon. I like the short handle. Yours is too big and deep.

I like my own fork, too. It fits my mouth and is not sharp.

I like to push my feet flat on the floor or on the step of my high chair.

I like to pour my milk myself. Let me use a little pitcher. It has a wide mouth.

I like to drink from my own cup. I can put my whole hand through the handle.

Sometimes a little, small-topped glass makes it easier not to spill.

I can pick up those little, round, green peas with my fingers. They run away from the spoon. They are good when you mash them.

*Prepared by Ruth E. Harris, Family Life Specialist at Florida State University; Reprinted with permission from: Home Economics Instructional Materials Center; Lubbock, Texas.

Module Topic: Safe and Healthy Children

Generalization: *Good health habits in the early years of life serve as a safeguard for future health and development.*

Instructional Objectives:

1. Given instruction and instructor's direction, identify in writing five rules for child care workers that will insure that the workers serve as good models for children. Describe in writing the importance of child care workers' modeling good health habits.

2. Given a role-play situation and instruction, instruct children in proper method of brushing teeth.*

3. Given a case study describing an ill child in a day-care center, demonstrate all of the steps of the procedure established for handling such a situation.*

4. Given three case situations involving accidental injuries of children in a day-care center, demonstrate (by role play) all the reporting and first-aid procedures one would follow in each situation.*

5. Given three case situations concerning disasters most likely to occur in your area, demonstrate all the procedures which would need to be implemented in a day-care center, to insure the safety of the children in each case situation.*

---

*V-TECS Child Care Worker, pp. 99, 89, 91, 93.

Competencies	Criterion-Referenced Measures
1. Exhibit good health practices.	1. Written or oral description of the positive health habits agreed upon in class discussion.
2. Distinguish between good health practices and poor health practices for children.	1. Written or oral description of five activities or experiences which reinforce good health practices for young children.
3. Instruct children in proper method of brushing teeth.	1. Observing and supervising teeth brushing and giving assistance where needed. (Optional) "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist."
4. Relate physical conditions to illness in children.	1. Conducting a daily health check and follow-up according to routine established by the class. (Optional)

Instructor's Checklist

Check the trainee's performance in the following elements of supervising care of teeth. Circle YES if the activity was fully covered, NO if it was not, and N/A if not applicable.

	Activity	Rating		
1.	Inspected bathroom for cleanliness and safety.	Yes	No	N/A
2.	Assembled needed supplies.	Yes	No	N/A
3.	Took child to the bathroom for tooth care.	Yes	No	N/A
4.	Instructed child in correct tooth brushing.	Yes	No	N/A
5.	Assisted child with toothbrush, tooth-paste, water, etc.	Yes	No	N/A
6.	Observed child while he brushed his/her teeth.	Yes	No	N/A
7.	Gave assistance when needed.	Yes	No	N/A
8.	Assisted child in clean-up.	Yes	No	N/A
9.	Assisted child in storing personal supplies.	Yes	No	N/A
10.	Explained the importance of tooth care.	Yes	No	N/A
11.	Explained the role of the dentist.	Yes	No	N/A
12.	Objectively completed self-evaluation.	Yes	No	N/A

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings. - Invite public health nurse to discuss good health practices for adults and the importance of caregivers modeling good health habits. - Have trainees evaluate own health habits. - Have trainees write a set of related rules for child care workers that would insure that workers serve as good models for children. - Formulate rules into a check-list and record personal health practices for a specific period of time (1-2 weeks).	- The Developing Child - The Nursery School - Planned Learning Activities for Career Education - Your Child's Health Day by Day	Films - Patterns for Health - Journey in Health - Looking at Children Record - Health, Cleanliness, Safety Songlets for Headstart Other Resources Nurse
- Show film from suggested list which emphasizes the importance of early health practices of children. - With the help of trainees, develop a list of good health practices for young children and ways to teach them. - Have trainees role play activities which reinforce good health practices with young children, e.g., playing with dolls. - Have trainees listen to record, "Health, Cleanliness, Safety Songlets for Headstart," and start a file of health related songs and games.		
- Have trainees prepare health-related teaching materials, e.g., flannel boards, charts for teeth brushing.		
- Invite a public health nurse to demonstrate techniques for morning health inspection and to discuss signs or symptoms of illness and appropriate follow up. - Have trainees role play to develop skill in conducting morning health inspection.*	- First Aid Textbook - Where's Herbie - Planned Learning Activities for Career Education - Good Schools for Young Children - The Years Before School	Other Resources Nurse

*Suggested for implementation in cooperative education setting, where available.

Competencies	Criterion-Referenced Measures
5. Notify supervisor and/or parents when illness is noted in children.	1. Identification of five signs of illness in children and action required on the part of the child care/development worker.
6. Alert supervisor and/or nurse when medication is due.	
7. Employ good safety practices in the child care center.	1. Identification of five potential safety hazards in a child care center or home and steps to correct them which meet licensing standards.
8. Analyze first aid procedures for minor accidents.	1. Application of first aid for cuts, bruises and accidents according to accepted Red Cross standards.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Develop a chart showing symptoms of illness and appropriate action. - Have trainees recall their own childhood diseases. - Discuss symptoms and length of contagious period of childhood diseases.	- Nursery School Handbook - Children in Day Care with Focus on Health	"Common Communicable Diseases in Children", App. E, pp. E-1 - E-3.
- Discuss immunization requirements for children.		"Immunization Recommendations", App. E, p. E-4.
- Assign related readings. - Invite a licensing worker, fire inspector, and recreation leader to discuss safety precautions in child care centers. - Develop with trainees a list of safety hazards. Have students demonstrate ways to correct or eliminate hazards. - Have trainees develop and display posters to encourage safety precautions in child care facilities. - Help trainees plan games or songs which encourage safety practices.	- Panic or Plan - A Safer World for Babies & Toddlers - Your Child's Safety - Sitting Safely	Other Resources Licensing worker Fireman/fire inspector Recreation leader
- Conduct standard Red Cross First Aid Course or arrange for approved Red Cross instructor to teach class and award certificates. - Show film or use transparancies to emphasize safety precautions for different ages. - Have trainees role play ways of preventing accidents for different ages. - Discuss with trainees standard procedures to follow in case of accidents. - Have trainees examine samples of forms appropriate for accident reports and recording emergency information.	- On Your Own with Safety - The ABC's of First Aid - First Aid Textbook - Planned Learning Activities for Career Education	Films - Emergency 77 - Before the Emergency - Growing Up Safely Transparency - Safety for Children Other Resources Representative from: Fire department Licensing agency Parents group American Red Cross worker "First Aid and Emergency Care", App. E, pp. E-5 - E-9.

Competencies	Criterion-Referenced Measures
9. Use proper procedures in case of accidents and emergencies.	1. Role play which depicts proper procedures agreed upon in class, to use in case of emergencies such as fire, flood, or storm.
	2. Role play which depicts aide explaining the need for an emergency drill to children.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Discuss possible emergencies which may occur in a child care center. - Develop guidelines to follow in emergency situations. - Have trainees develop a procedure chart for specified emergencies such as fire, flood, or storm. - Simulate emergency situation in class to test trainees' reactions to: flooding around child care center, fire, dangerous animal, gas leakage, storm. - Have trainees roleplay ways of helping children respond to emergencies. - Develop with the trainees a list of safety routines or practices suitable for children and a way of teaching or reinforcing each, e.g., proper use of knives and sharp tools, use of wheel toys, water play, clear traffic patterns within center and at home, observation of traffic lights. Provide students with "Safety Fact Sheet", Appendix .	- The Developing Child - Planned Learning Activities for Career Education	"Safety Fact Sheet", App. E, pp. E-11 - E-15.

REFERENCES

Books and Articles

American National Red Cross. First Aid Textbook. Garden City, N.Y.: Doubleday Book Company, 1968.

Brisbane, Holly E., and Audrey Ricker. The Developing Child. Peoria, Ill,: Charles A. Bennett, Inc., 1971.

Green, Marjorie M., and Elizabeth Woods. Nursery School Handbook. Sierra Madre, Calif.: Sierra Madre Community Nursery School Association, 1971.

Grogan, Wanda. Planned Learning Activities for Career Education. Vol. 3, PLACE Packages and Teacher Guides for the Child Care Program. Athens, Ga.: University of Georgia, 1972.

Leeper, Sarah H., Ruth J. Dales, Doris S. Skipper, and Ralph L. Witherspoon. Good Schools for Young Children. New York: Macmillan Company, 1971.

Read, Katherine H. The Nursery School. A Human Relationship Laboratory. 4th ed. Philadelphia: W. B. Saunders Company, 1966.

Rose, Irene B., and Mary Elizabeth White. Child Care and Development Occupations. Competency-Based Teaching Modules. Atlanta: Atlanta Public Schools, Division of Instruction, Department of Curriculum Development and Supervision, 1974.

A Safer World for Babies and Toddlers. New Brunswick, N.J.: Johnson and Johnson Company, 1968.

Todd, Vivian E., and Helen Heffernan. The Years Before School. New York: Macmillan Company, 1969.

Free and Inexpensive Materials

Christenson, P. J. The ABC's of First Aid. Norwich, N.Y.: Norwich Pharmacal Co., 1964.

Dittman, Laura L., ed. Children in Day Care with Focus on Health. Washington: Children's Bureau Publication No. 44, Department of Health, Education, and Welfare, 1967.

On Your Own with Safety. New York: Metropolitan Life Insurance Company, 1969.

Pampers. Protecting Infants and Toddlers from Accidents. Cincinnati: Proctor and Gamble, 1971.

Panic or Plan. New York: Metropolitan Life Insurance Company, 1971.

Sitting Safely. New York: Metropolitan Life Insurance Company, 1972.

Your Children's Health Day by Day. Chicago: National Dairy Council, 1970.

Your Child's Safety. New York: Metropolitan Life Insurance Company, 1970.

Audio-Visual Aids

Films

Before the Emergency. 28 min., color, sound. New York: Modern Talking Pictures, n.d.

Summary: Shows the importance of emergency care.

Emergency 77. 14 min., b/w, sound. New York: Metropolitan Life Insurance Company, Health and Welfare Division, n.d.

Summary: Shows emergency situations faced by family and community.

Growing Up Safely. b/w, sound. New York: McGraw-Hill Films, n.d.

Summary: Shows hazards to watch for, patterns for precautions at different age levels.

Journey in Health. 22 min., color, sound. New York: Modern Talking Pictures, n.d.

Summary: Shows preventive medicine among children through continuous health supervision.

Looking at Children. 24 min., 16 mm., color, sound. New York: Metropolitan Life Insurance Company, Health and Welfare Division, 1969.

Summary: Shows clues to childhood health problems.

Patterns for Health. 14 min., b/w, sound. New York: Modern Talking Pictures, n.d.

Summary: Shows importance of early health habits, especially for fours and fives.

Records, Tapes, Slides, and Transparencies

Health, Cleanliness, Safety. Record. Rockville, Md.: National Institute of Mental Health, Cleanliness Bureau.

Safety for Children. 23 visuals. St. Paul, Minn.: 3M Company, Visual Products Division, n.d.

Summary: Designed to promote student discussion on unsafe situations.

SAMPLE

COMMON COMMUNICABLE DISEASES OF CHILDREN*

By learning a few facts about the common communicable diseases a child may have, you may be able to prevent the disease or hasten the recovery period. *(Always follow a physician's advice concerning the care and treatment of any of the diseases listed in the following chart.)*

DISEASE	FIRST SIGNS	INCUBATION PERIOD	PREVENTION	HOW LONG CONTAGIOUS	WHAT YOU CAN CO	KEEP AT HOME
Chickenpox	Mild fever followed in 24 to 36 hours by small raised pimples which become filled with clear fluid. Scabs form later. Successive crops of pox appear.	2-3 weeks. Usually 13-17 days.	None. Immune after one attack.	1-2 days before and 6 days after appearance of rash. Scabs are not infectious.	Not a serious disease; trim fingernails to prevent scratching; a paste of baking soda and water, or alcohol may ease itching.	For 6 days after rash appears.
Rubella	Slight fever, mild cold, symptoms or sore throat may precede tiny, rose colored rash. Enlarged glands at back of neck and behind ears are usual.	2-3 weeks. Usually 18 days.	Vaccinate children 1 year to puberty (12 years of age)	Until rash fades. About 5 days.	Not a serious disease; complications rare; give general good care and rest.	For 5 days after beginning of disease.
Mumps	Fever and nausea followed by painful swelling of glands near ear and about the angle of the jaw. Other parts of body may be affected also.	12-26 days Usually 18 days.	Immunize children prior to school entry if recommended by your doctor.	Until all swelling disappears.	Keep child in bed until fever subsides; indoors unless weather is warm.	Until all swelling disappears.

DISEASE	FIRST SIGNS	INCUBATION PERIOD	PREVENTION	HOW LONG CONTAGIOUS	WHAT YOU CAN DO	KEEP AT HOME
Measles (Rubeola)	Sore throat, red watery eyes, running nose, fever. Red rash or blotches appear in 3 to 4 days. Small red spots with white centers in mouth appear before rash. Eyes sensitive to light	Usually 10 or 11 days.	Immunize all children 10 mos. to 12 yrs. of age who have not already had measles. Recommend immunization earlier than 10 mos. of age when and only when measles is present in community. Repeat pre-10 mos. immunization at 12-18 mos.	4 days before rash and 5 days after rash appears.	May be mild or severe with complications of a serious nature; follow doctor's advice in caring for a child with measles as it is a most treacherous disease.	During catarrhal symptoms and for 7 days after rash appears.
Roseola	High fever which drops before rash or large pink blotches covering whole body appear. Child may not seem very ill despite the high fever (103°-105°) but he may convulse.	About 2 weeks.	None. Usually affects children from 6 mos. to 3 yrs. of age.	Until seems well.	No special measures except rest and quiet.	Until seems well.

E-2

* From information in *Communicable Diseases of Children*, Georgia State Health Dept., and *The Child From 1-6*, Children's Bureau.

DISEASE	FIRST SIGNS	INCUBATION PERIOD *	PREVENTION	HOW LONG CONTAGIOUS	WHAT YOU CAN DO	KEEP AT HOME **
Strep throat (septic sore throat) and scarlet fever (strep throat with rash)	Sometimes vomiting and fever before sudden and severe sore throat. If followed by fine rash on body and limbs, it is called scarlet fever.	1-5 days Usually 2-5 days.	Antibiotics may prevent or lighten an attack.	7-10 days. When all abnormal discharge from nose, eyes. throat has ceased.	Frequently less severe than formerly; responds to antibiotics which should be continued for full course to prevent serious complications.	As long as physician advises.
Whooping cough (pertusis)	At first seems like bad cold with sneezing and dry cough. Changes at end of second week to spells of coughing accompanied by a "whoop."	7-21 days Usually under 10 days.	Immunize all children at 2 months of age. Usually given with immunization for diphtheria and tetanus (DPT)	At least 4 weeks. Exposed children should be kept at home as soon as cold symptoms appear.	Child needs careful supervision of physician throughout this taxing illness.	For 3 weeks after the "whoop" is first heard. Exposed children should be kept at home as cold symptoms appear.

E-3

* Incubation period is the usual amount of time which elapses between exposure to the disease and onset of the first symptoms.

**Consult your physician before allowing child to return to school after having had any of these communicable diseases.

IMMUNIZATION RECOMMENDATIONS*

Schedule of Immunizations

		Age							
		Months				Years			
	Immunizations	2	3	4	6	1½	5	12	
1.	DPT	X	X	X		X	X	X	
2.	OPV Trivalent (Polio)	X		X	X	X	X		
3.	Live Measles					X			
4.	Mumps					X			
5.	Rubella					X			

The schedule for immunizations is flexible and may be modified to meet individual and community needs. National recommendations may change as new knowledge becomes available. The size of the individual doses should be determined from the manufacturer's package insert which is enclosed with the vaccine, since different preparations vary in concentration.

Vaccines should be injected deep into the muscles of the lateral thigh, the deltoid area of the upper arm or the upper outer quadrant of the buttock, carefully avoiding the area of the sciatic nerve. Whatever site is used, special care should be taken so that the injection is given into the muscle mass. Each of the first 3 DPT shots should be given at a different site.

PRECAUTIONS AND CONTRAINDICATIONS (General)—An acute febrile illness is reason to defer immunization until the subsequent visit or until infection is properly controlled. Minor infections not associated with fever, such as colds, are not contraindications.

A severe reaction, consisting of high fever, somnolence, or convulsions, to any vaccine is cause for caution with subsequent injections. If a prolonged episode of convulsions occurs, the next injection should be deferred, and then smaller (1/10 to 1/5 of the usual dose) doses of single antigen should be used as test doses and immunizations completed slowly using single antigens. The speed and dosage will be determined by the severity of the reaction and the type of injection.

PERTUSSIS—Immunization should not be repeated if thrombocytopenia developed after a DPT injection.

*DAY CARE HEALTH SERVICES, A Guide for Project Directors and Health Personnel, U. S. Department of Health, Education and Welfare; Office of Child Development; Superintendent of Documents; United States Government Printing Office; Washington, D. C. Stock Number 1791-0162.

SAMPLE

FIRST AID AND EMERGENCY CARE*

FIRST AID is the immediate temporary care given in case of accident or sudden illness before the services of a physician can be secured. It includes procedures that can be applied by non-medical persons to prevent further injury and reduce suffering.

CONTENTS OF FIRST AID KIT

Sterile gauze pads, 3" x 3", 2" x 2"
Bandage, 1" rolls, 2" rolls
Medical bandage, assorted sizes
Absorbent cotton
Adhesive tape
Triangular bandage (for sling), 30" x 40"
Tweezers
Scissors (bandage)
Disposable tissue or tissue wipes
Medicine droppers
Soap
Paper towels
Alcohol (70%)
Wooden applicators and toothpicks
Cotton tipped wooden applicators
Tongue depressors
Paper cups
Covered glass jars, one large enough for tongue depressors and long applicators (2 or 3)
Emesis basin
Hand basin
Ice bag

ABRASION OR SCRAPE OF SKIN

Wash with soap and warm water.
Dry well and apply sterile dressing.

BITES, ANIMAL AND HUMAN

Clean thoroughly under running water using gauze pad and soap. Rinse.
Apply sterile dressing.
Notify parent.
If animal bite, identify and obtain owner's name and address if possible.
Urge parents to seek medical care.

BLOW ON HEAD OR FACE

Keep child lying down, head slightly elevated. Maintain clear airway.
If unconscious, notify parent, call physician, or take child to hospital immediately.
If conscious and no visible evidence of swelling or bleeding or difference in the size of child's pupils, observe the child and notify the parents.

*Prepared by Day Care Advisory Committee or Texas Department of Public Welfare, and approved by the State Department of Public Health. Published and distributed by Texas Department of Public Welfare, John H. Reagan Building, Austin, Texas 78701.

BURNS

Minor Burns (a small reddened area, no blister formation):

Hold under cold running water or apply ice pack to burned area for 2 to 3 minutes, or plunge into ice water.

Notify parent when she comes for child.

Severe Burns (blisters or skin destruction):

Cover loosely with dry sterile pad, or if large area of the body is involved, cover with clean ironed sheet or pillow case for protection.

Do not clean or pull clothing over burned area. Notify parent.

Seek immediate medical care. Transport to hospital if necessary.

COLDS--COUGHS

Do not admit children with discharging nose or eyes nor those complaining of or showing evidence of sore throat, coughing, sneezing or fever.

Isolate all children developing these signs after admittance.

Notify parent and exclude the child from the center.

Encourage parent to seek medical care.

COMMUNICABLE DISEASES, SUSPECTED

Isolate any child with signs or symptoms of communicable disease.

Notify parent and exclude the child from the center. Urge parent to seek diagnosis and care.

CONVULSIONS AND SEIZURES

Do not restrain the convulsive movements or try to move child during the seizure. Prevent child from injuring himself by striking objects.

Following any convulsion the child should be allowed to rest. Keep quiet, loosen clothing.

Notify parent and urge parents to seek medical care.

CUTS

Slight Cut: Wash well with soap and warm water.

Apply a sterile dressing such as adhesive tape bandage or gauze square.

Extensive or Deep Cut: Cover with sterile gauze and bandage.

Apply gentle pressure to stop bleeding.

Notify parent and urge parents to seek medical care.

Excessive Bleeding: Keep child lying down and quiet.

Cover with sterile gauze and bandage. Apply pressure over the area with your hand. Elevate wounded part.

Notify parent. Seek immediate medical care. Transport to hospital if necessary.

CUTS (Cont'd.)

Puncture Wounds—Or When Wound Occurs Out-of-Doors: Wash with soap and water.
Notify parent.
Urge family to consult with physician (a tetanus booster may be indicated).

EARS

Discharging Ears: A child with discharging ear or ears should be under medical supervision. If child is not under medical supervision, he cannot remain in day care center.

Earache: No treatment.
Notify parent and urge parents to seek medical care.

EYES

Blow: Apply cold wet cloth over closed lid. Keep child quiet.
If there is redness or persistent pain, call parent and urge parents to seek medical care.

Inflamed or Discharging Eye or Eyes: Isolate. Notify parent and exclude the child from the center.
Encourage parent to seek medical care.

FAINTING

If child looks pale and about to faint, have him sit in chair and bend over until his head is between his legs or keep child lying down. Watch that he does not fall and injure himself.
Loosen any tight clothing which might interfere with breathing.
Apply cold compresses to forehead.
Observe for twitchings, color of skin and lips.
Notify parent and encourage parent to seek medical care.

FALLS

Minor: Make child comfortable.
Apply ice bag to superficial lumps or swellings.

Major: Keep child at rest. Observe for headache, vomiting or drowsiness.
Notify parent and urge parent to seek medical care.

FOREIGN BODIES

Ear, in external canal: Do not attempt to remove.
Notify parent and urge parent to seek medical care.

Eye: Do not permit child to rub eye. Flush eye with clean water, applied from medicine dropper.
If it does not flush out, notify parent, and urge parent to seek medical care.

Nose: Do not attempt to remove.
Notify parent. Urge parent to seek immediate medical care.

Throat, choking: Attempt to dislodge any foreign object.
If child cannot cough up foreign body lodged in throat, turn him upside down and slap vigorously on the back between the shoulder blades.
Rush to physician or to hospital if foreign body is not dislodged.
Notify parent.

GASTRO-INTESTINAL

Nausea and Vomiting: Isolate the child from the other children.
Have child rest on cot, head to one side. Give nothing by mouth.
Notify parent, and exclude child from the center. Urge parent to seek medical care.

HEADACHE

Have child rest in a quiet room away from other children.
Apply cold wet cloth to forehead.
Notify parent, and encourage parent to seek medical care.

NOSEBLEED

Have child sit up with head slightly forward so that blood will not run back into the throat.
Hold nostrils together with pressure over middle part of nose for about 5 minutes by the clock.
Do not allow to blow or pick the nose. Application of cold to the nose may be tried. Keep quiet.
If Not Controlled And Bleeding Continues: Notify parent, and seek medical care.

PEDICULOSIS (bugs or head lice)

Isolate the child from the other children. Notify parent to come for the child. Urge medical care.
Examine all other children for evidence of nits.
Examine the child privately for readmitting.

POISONING

Call physician immediately. If container is available, use antidote recommended on label.
If patient is conscious, induce vomiting, except for lye, other caustics, and petroleum products. If antidote or poison is unknown, give patient milk.

SKIN INFECTIONS

Some skin conditions are highly communicable. The diagnosis of skin condition should be made by a physician.
Do not admit child with skin condition until physician declares in writing the condition is non-communicable.

SPLINTERS

Slight: If superficial, remove with tweezers. After removal, wash with soap and water.
Cover with sterile gauze or adhesive tape bandage.

Deeply Imbedded Or Under Fingernail: Do not attempt to remove.
Notify parent, and encourage parent to seek medical care.

SUSPECTED FRACTURES AND DISLOCATIONS

Avoid manipulation and movement of affected parts. Cover broken skin loosely with sterile dressing.
Notify parent and physician immediately.
Call for expert help.

STINGS AND INSECT BITES

Apply cold wet applications for 5 minutes.
Apply alcohol.
If Known To Be Hypersensitive: Notify parent and physician immediately.
Watch carefully for excessive swelling, or difficulty in breathing.

TEETH

Toothache: Notify parent, and encourage parent to seek dental care.
Tooth Injury: Control bleeding by instructing child to bite on sterile piece of gauze.
If tooth is knocked out, find the tooth if possible and wrap in sterile gauze.
Send it with the child to the dentist.
Notify parent, and urge parent to seek immediate dental care.

SAFETY FACT SHEET*

BUILDING

The physical plant should be so constructed and maintained that fire and building requirements are met at both state and local levels.

Adequate space--at least 35 sq. ft. of usable space per child is necessary to provide a healthy and safe environment.

Wall or wall coverings should have smooth surfaces.

Floors should be considered in relationship to use. If floors are polished, a nonslip polish should be used. Floors of wood should be free of splinters, protruding nails, or loose boards. Any carpet should be in good condition without loops or loose frayed areas. Scatter rugs should not be used.

Each area must have at least two exits.

Outside doors must swing outwards and be equipped with child-proof latches.

If inside doors between rooms are unnecessary, it is better to remove them. Swinging doors are very hazardous.

Stairways must have safety rails within a child's reach. A gate should be placed at the head of the stairs, especially if the area is used for children's activity.

All stairways and corridors must be kept clear from obstruction at all times.

Electric outlets should be covered, radiators and low windows should be protected by firm, well fastened screens or guards. No extension or "live" cords should be used unless protected and out of the reach of children.

ROOM ARRANGEMENT

Interest areas should be so arranged that there is always a defined, normal traffic path that is free from materials and equipment.

Block building should be away from the traffic area, not too close to the shelves, and the space large enough to accommodate creative building. Blocks should be put back on the shelves in an orderly manner.

Activities requiring water, or considerable washing for clean up, should be near to the sink if possible. Spilled liquids should be wiped up immediately.

Any climbing apparatus should be placed away from window areas. The floor underneath climber should be free of toys.

The woodworking bench should be carefully placed in an uncongested area and near a wall so traffic doesn't revolve around it. The bench should be placed on a non-skid mat. The saw should point toward the wall when in use. All tools should be used properly and remain at the bench.

ROOM ARRANGEMENT (Cont'd.)

Room arrangement should provide for some open spaces and the exits must be clear of toys or furniture.

EQUIPMENT

Equipment must be sturdy, well maintained and free of sharp edges, splinters, and paint that contains lead.

Fragile equipment should be placed our of reach of children.

Any hooks used in lockers, closets, or bathrooms should be of safe design and construction.

Wire and plastic clothes hangers are hazardous and should not be used.

All equipment should be used properly and safely.

Often there is a need to limit the number of children using the equipment at one time to a number that can be supervised adequately. (Example: workbench.)

Crawling, climbing, and walking on furniture is generally hazardous for children.

Closely supervise acivities using potentially harmful materials such as hot water.

Adults need to teach children the appropriate use of the drinking fountain.

MATERIALS

All toys, tools, and materials of creative work should be investigated for any hazardous content or construction.

Glass articles, plastic bags, broken or rusty toys should be removed.

The floor should be kept free of scattered blocks, beads, puzzles, and toys not in use.

Toys on shelves should be within a child's reach.

Children's scissors should have blunt points, and they should be used at the tables.

Hazards of some dress-up articles should be considered; such as, men's ties, belts, cowboy boots, and too high heels.

PLAY YARD

Outdoor play yard should be separated by a safe-high fence.

Movements in and out of play yard should be supervised by an adult. Latch on gate should be operated only by an adult.

Play yard should be large enough to provide for quiet and active functions--see standards for your state.

Be sure to face groups of children--avoid grouping of adults.

Report to head teacher any equipment that needs repair or removal--watch for splinters, protruding nails, and the like.

Keep yard free from injurious materials.

Make sure ladders, planks, and boxes are securely placed to prevent slipping.

Remain near equipment which children are using.

Know the number of children present at all times and be aware of where each child is and what he is doing.

Do not lift small children up on high bars.

Be aware of "blind spots."

Do not leave a group for whom you have assumed responsibility without telling another adult that you are leaving.

Keep wagons, see-saws, balls, and the like, a safe distance from windows.

You may need to show a child where to place his hands and feet when climbing; how to get off a see-saw; how to slide down a slide feet first, etc., in order to prevent his being hurt or hurting others.

Always be alert to prevent children from running in front of moving swings, bikes, etc.

Set limits regarding sand-throwing.

It often is necessary to remind a child that he can safely jump only from his own height.

Children may need to be reminded not to run or climb holding sticks, shovels, or other sharp objects.

ADULT'S RESPONSIBILITIES IN SUPERVISION OF LEARNING EXPERIENCES INVOLVING ANIMALS

May need to check with health and zoning authority if plan is to have an animal live at school.

Purchase only healthy animals from reliable sources.

Be alert to any signs of ill health.

Be conscious that pets are often carriers of disease:

a. may carry germs on their coats.
b. some animal diseases are transferable.
   (1) rabies--from infected dogs, cats, bats, or other wild animals.
   (2) Psittocosis (parrot fever)--pneumonia-like disease transmitted by infected birds.
   (3) Tularemia (rabbit fever)--transmitted infection from handling diseased rabbits or from bites of ticks.
c. the salmonella bacteria, which are the most common cause of food poisoning are widely distributed in eggs, poultry, and other animal products. Turtles could be carriers.

Check to see if any children in group are allergic to animal fur.

Provide proper and safe enclosure for animals. Small mesh wire should be used.

Supervise children's care and handling of animals. Teach them:
a. not to torment, tease, or mishandle animals
b. never to pet an animal when it is eating
c. to use care in removing pet droppings
d. to wash hands after handling pets and especially before handling food

First Aid for Dog or Cat Bites

1. Wash the wound thoroughly to remove the saliva. Use soap and water. Washing under running water with liberal soaping is preferred.
2. Cover bite wound with sterile dressing.
3. See doctor--especially urgent if bite is on face, head, or neck area.

WALKS AND EXCURSIONS

Consult administration regarding school policies.

Check if parent's permission has been received.

Be certain that you have consulted and received the cooperation of the people in charge of the facility or area you plan to visit.

Visit site before taking children. Safety hazards should be noted.

Decide if the excursion is appropriate for the maturity of the child. Is the security of the child threatened? Consider the length of time.

Children should be prepared by being told where they are going. (May illustrate on flannelboard with toy cars, toy street lights, puppets, stories, etc.). Have children use the bathroom before leaving.

Decide what rules are necessary and be certain that they are understood by the children.

Consider your adult-child ratio: 3 year olds--one adult to two children
4-5 year olds--one adult to five children

For neighborhood walks, one adult should always lead and another bring up the rear.

Hesitate before turning corners or crossing streets so that the group is together and aware of the situation and ready for the adult's signal.

Children, during a walk, should not be allowed to climb on nearby steps, ledges, or go into private yards. A beaded rope is helpful.

Be ever watchful--know your children. Count before leaving and frequently during the excursion.

If walking in parks and wooded areas, be careful to avoid contact with poison ivy, etc.

Be ever watchful for children eating berries and other plants and ground cover.

---

*From Guidance of the Young Child by Louise M. Langford. Copyright John Wiley and Sons, Inc., 1960. In Child Care and Development Occupations, Competency-Based Teaching Modules, Atlanta Public Schools, Atlanta, Ga., 1974. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.

Lesson Plan (Skills)*

Unit: Mother's Aide

Topic: Hazards, Emergency and Safety Measures Lesson 2

Job: Identifying safety hazards, prevention of accidents, and treatment of emergencies.

Objective: Following teacher demonstrations and explanations of first aid treatment and resuscitation, the trainee will demonstrate skill in handling various types of situations.

Materials and visual aids: See p. 17 of Mother's Aide Course Instructor's Guide.

References: First Aid Textbook
Other references - See "Appendix, References for Instructors," in Mother's Aide Course, Instructor's Guide, pp. 33-34.

I. Preparation (of trainee): Recognizing safety hazards

The greatest hazards to the infant include:
(1) falling, (2) being left alone with another preschool child,
(3) getting head caught in bars of crib, (4) drowning, (5) suffocating

Hazards to the infant increase as his/her skills increase.
Practicing good personal safety measures lessens the possibility of accidents and emergencies occurring.
Discuss personal safety precautions. Examples: strangers at the door, seeing a child forced into an automobile, telephone situations, strange sounds at night, prowlers.

II. Presentation (of the skills) Operations or Steps	Key Points (things to remember to do or say)
1. Demonstrate first aid treatment for mild cuts, scratches, bruises, burns and poisoning.	1. Wash area with soap and water. 2. Use a mild disinfectant that doesn't sting. 3. For bleeding apply a clean, tight bandage. If bleeding persists apply pressure with fingers. 4. Telephone numbers and instructions from parents should be handy in case of serious accidents. 5. Precautions should be taken against sunburn. 6. Do not permit children to play with matches; keep all handles of cooking utensils turned away from the front of stove.

*This material was pilot-tested by research project personnel.

Presentation (of the skills) Operations or Steps	Key Points (things to remember to do or say)
	7. Store poisons out of reach of children. 8. Explain antidotes for poisons.
2. Demonstrate mouth-to-mouth resuscitation (using a doll).	1. Avoid overextending neck. 2. Avoid blowing too forcefully. 3. Resuscitation may be necessary if child is choking and coughing. 4. Keep plastic bags away from children and do not use them as waterproofing for cribs.

III. Application (practice by trainee under close supervision)

1. Have each trainee practice washing, using antiseptic and applying bandages.

2. Have trainee practice mouth-to-mouth resuscitation on dolls.

IV. Test (performance of skill to acceptable standards)

1. The trainee demonstrates the ability to give first aid treatment for cuts, scratches, burns, choking and suffocation.

2. The trainee describes or role-plays 5 situations in which accidents and emergencies can be avoided.

**** Suggested readings for trainees: See "Appendix, References for Instructors," in Mother's Aide Course, Instructor's Guide, pp. 33-34.

Module Topic: Employment in Child Care

Generalization: *A number of careers are available in child care, each of which involves supervising the total development of young children. The preparation of personal data material, job interviews, an understanding of employee-employer relationships and responsibilities, and positive attitudes and behavior are necessary for successful employment.*

Instructional Objectives:

1. Given instruction and explanation, summarize the instruction by orally identifying five out of the six types of child care programs which have been described.

2. Given instructions and a list of child care situations, identify those that provide custodial care and those that provide developmental care. Differentiate in writing between the two types of care.

3. Given instructions, paper and pencil, and after instructor discussion, identify three characteristics, two attributes, and two qualifications of a child care worker.

4. Given a written description of child care services, describe in writing two advantages for the child, two advantages for the family and one advantage for the community.

5. After instruction and discussion as to how legislative action can affect child care services, orally describe one effect of legislative action upon child care services.

6. Given a list of public authorities, identify one that is responsible for drafting and implementing legislation.

7. Given a child care career ladder, identify four levels of employment in the child care area.

8. Given job descriptions for each level of employment in child care, describe in writing three responsibilities and two qualifications necessary for the child care worker at each level.

9. Given career ladder and career lattice diagrams, orally explain the meaning of each.

10. Given a list of 25 personal characteristics/qualities, identify in writing 10 which are necessary for obtaining employment.

11. Given instruction and instructor discussion, orally identify five sources of job information.

12. Given instruction, reference materials and the necessary supplies, prepare a personal folder to have when applying for a job. Explain in writing the advantages of having such a folder.

13. Given a sample job application, instruction and reference material, correctly complete the form.

14. Given instruction, reference materials and necessary supplies, write an acceptable letter (a) seeking employment, (b) accepting employment, and (c) refusing employment.

15. Given instruction, instructor discussion and a role-play situation, appropriately respond as the interviewee in the job interview situation.

16. Given pictures of 10 girls, identify orally those which are dressed appropriately for a child care job.

17. Given instruction and five case situations, identify orally the relations that are conducive to job success.

Competencies	Criterion-Referenced Measures
1. Analyze quality of child care/ development services.	1. Differentiation between child care/development services and custodial care according to approved references.
	2. Written or oral description of five different child care/ development programs according to: type of program number of workers number of children served financial support
2. Evaluate purpose of and needs met by child care/development services.	1. Identification of the importance of child care/development services to the family, the community, and the young child.

Teaching-Learning Strategies*	References	Materials, Media, & Other Resources
- Assign related readings. - Discuss with trainees the history and purpose of various types of child care/development programs, including: A. baby sitting B. nursery school C. day care D. kindergarten E. custodial care F. twenty-four-hour care - Prepare a bulletin board on child care/development services. - Display brochures from a variety of child care/development programs. - Develop with trainees a format for an in-depth study of child care/development. Include personal qualifications, training required of employees, and salaries. - Develop a set of slides or transparencies describing a variety of child care/development programs. Discuss. - Invite personnel from several child care/development centers and/or agencies to discuss the programs in which they are involved. - Show film, "Little World," and have trainees discuss.	- The Years Before School, Ch. 1 - Teachers of Young Children, Ch. 1 & 2 - History & Theory of Early Childhood Education - Introduction to Early Childhood Education, Ch. 17 - The Nursery School - Day Care: Administration - Staff Training - Day Care: An Annotated Bibliography - Day Care: Resources for Decision - Day Care: A Preventive Service - Day Care: What & Why - Exploring Careers in Child Care - Windows on Day Care - Planned Learning Activities for Career Education: "Types of Centers" "Study of a Center" "The Value of a Center" "The Child Care Center Helps a Child Grow"	Film - Little World Other Resources Brochures and directories from local agencies
- Use references to determine goals and purposes of child care/development serviees. - Have buzz session to allow trainees to give their own opinions as to the importance of child care/development services. - Arrange for a panel discussion on the importance of child care/development services. Include on the panel:	- Planned Learning Activities for Career Education:	Other Resources Pending legislative bills affecting child care services Copies of existing laws affecting child care services Local child care centers (Optional.) Personnel from child care programs Day care center director Kindergarten teacher Parents of children in day care program Nursery school teacher

*This material was pilot-tested by research project personnel.

Competencies	Criterion-Referenced Measures
3. Analyze pending legislation affecting child care/development.	1. Written or oral description of the effects legislation would have on local programs.
4. Distinguish between levels of employment in child care/development occupations.	1. Listing of examples of four distinct levels of employment in child care/development occupations.
	2. Outline of three major job responsibilities for each of the levels identified above.
	3. Written or oral description according to local programs and/or community standards of minimum training requirements for each of the job levels identified above.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
A. parents B. community worker C. employer of working parent D. minister E. recreation leader - Secure copies of current legislative bills, state or federal, and have trainees discuss their value to child care/development programs and legislation needed to protect and support them. - Help trainees identify authorities responsible for drafting and implementing legislation. - Have trainees draft letters to appropriate authorities supporting legislation needed for child care/development.	"Types of Centers" "Study of a Center" "The Value of a Center" "The Child Care Center Helps a Child Grow"	Other Resources Community leader Minister Recreation leader Employer of working parent
- Discuss various titles, duties, and training required of employees in child care/development occupations emphasizing that job titles are only meaningful relative to job requirements and duties. - Invite child care/development employees with different levels of employment and training to describe the tasks they perform and training they received. - Have trainees analyze these same job levels relative to employer expectations using sample interview form. - Display job descriptions which represent a variety of child care/development occupations. - Have trainees discuss major differences in responsibilities at each level of employment.	- Introduction to Early Childhood Education - For Beginning to be Teachers of Beginning to be Students - The Nursery School - The Child Care Aide in Early Childhood Education - Windows on Day Care - Exploring Careers in Child Care - Day Care: Administration - Day Care: An Annotated Bibliography - Day Care: Resources for Decision - Day Care: What & Why - Staff Training	Filmstrip - The Role of the Child Care Aide - Jobs for You! It's Happening in Home Economics "Sample Job Descriptions and qualifications for a Child Care/Development Program", App. F, pp. F-1 - F-9.
- Have trainees match job titles and job descriptions with minimum training requirements for various staff members in a child care/development center.	- A Curriculum Guide for a Career Exploration Program - Child Care Aide	

Competencies	Criterion-Referenced Measures

4. Arranging of the identified employment opportunities into a career ladder.

5. Written responses to fill-in-the-blank questions regarding the career ladder (see Quiz, "Levels of Employment in Child Care Occupations").

Example of Student Evaluation

QUIZ

Levels of Employment in Child Care Occupations

Top Level

Requiring the most training and/or experience. May be called the (Director).

Mid Level

...or leader is most often called the (Teacher).

Level Two

Reached by experience and in-service training is called (Child Care Worker).

Entry Level

...employment in Child Care is called (Child Care Aide).

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Have each trainee write a sample job description of a child care/development occupation in which he/she is interested, including job title, responsibilities and training and/or experience required.	- Planned Learning Activities for Career Education: Child Care Center and Services "The Child Care Assistant"	
- Discuss the terms "career ladder" and "career lattice." - Help trainees arrange the jobs identified through observations and discussions into a career ladder. Include information on salary and minimum qualifications.	- "Career Ladder in Family Relations and Child Development," Illinois Teacher	"Sample Career Ladder in Child Care/Development Center", App. F, pp. F-10, F-11.

Competencies	Criterion-Referenced Measures
5. Locate sources of employment information.	1. Identification of five or more sources of information on employment opportunities.
	2. Identification of four or more local sources of information concerning laws affecting wages, hours, employee rights and requirements.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Prepare bulletin board identifying varied sources of job information. - Collect advertisements from newspapers or write advertisements specially for child care/development workers to use as a basis for discussions on how to interpret advertisements and how to proceed with job applications and interviews. - Invite representative of state employment office to discuss services of the organization and other possible sources of information on employment opportunities in the area. - Arrange for trainees to talk with persons working in child care/development occupations to determine the following: how they learned about the job; what sources of job information they used; what information potential employees requested or required.* - Have trainees who have been employed share their experiences with class. - Scavenger Hunt: Use yellow pages of telephone directory and have trainees list all agencies and businesses which employ child care workers. - Collect and display materials from Internal Revenue Department, employment office, and other reliable sources furnishing information relevant to wages, salaries, and taxes. - Encourage trainees to develop a file on sources of information on local and federal regulations and laws related to wage laws and employee rights. - Develop bulletin boards summarizing information on the rights of workers and salaries and taxes.	- Getting a Job - The World of Work - Home Economics Related Occupations - Student Manual for Occupational Education - Occupational Home Economics Notebook - Orientation to World of Work - Getting and Holding a Job - The Turner Career Guidance Series - Your Social Security	Filmstrip - Job Hunting Kits - Job Orientation - There's a Job in Your Future - Hire an Employment Agency to Find You a Job - Entering the Job Market - Money Management - Teaching Consumer Education Other Resources Social Security Office State Employment Office Pamphlets from the revenue department or employment office "Checklist for Sources of Employment Information", App. F, p. F-13.

*Suggested for implementation in cooperative education setting, where available.

Competencies	Criterion-Referenced Measures
6. Maintain a folder of current personal data materials.	1. Identification of credentials required by state or local law for employment in child care/ development program.
	2. Completing a personal folder containing three or more forms relevant for use in applying for a job.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Collect and display materials relevant to the credentials required for employment (application of S.S. care, health certificate, etc.). - Discuss health tests that are required for persons working with young children, including purpose, frequency, and cost. - Discuss why birth certificates are sometimes necessary when applying for a job and how copies may be obtained. - Discuss the advantages of having a health card and birth certificate prior to applying for a job. - Invite representative of Social Security Administration to visit class to explain S.S. benefits and receive trainee applications for cards. - Help trainees identify and obtain any other credentials required for child care/ development employment such as first aid certificate and school certificate or diploma.	- How to Get a Job and Keep It - Pathways to Your Future - Teen Profile - My Personal Profile	Film - Your Job: Applying for It Filmstrip - Getting & Keeping Your First Job Kits - Teaching Consumer Education - Entering the Job Market - Finding, Getting, and Keeping a Job - Money Management - There's a Job in Your Future - Job Orientation Other Resources Business Education or English Teacher Employer
- Discuss the advantages of compiling a personal folder to use in applying for a job and the kinds of information and forms most appropriate to include: completed job application form or a personal resume, a letter of application, and three or more personal references. - Display samples of job application forms from day care centers. Distribute forms to trainees as worksheets. - Have trainees collect necessary information from personal, school, and family records to use in filling out application forms. - Display examples of resume sheets and letters of application.		"Checklist for Personal Folder", App. F, p. F-15.

Competencies	Criterion-Referenced Measures
7. Prepare for an interview.	1. Outline of three or more steps which should be taken to prepare for a job interview.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Divide trainees into groups to develop a resume form. - Discuss the main parts of a letter of application for a job. - Have a resource person speak to the trainees on how to write a letter of application correctly. - Have trainees select a job advertisement from a newspaper and write a letter applying for a position. - Critique the letters. Make a bulletin board to emphasize points to remember when writing a letter of application. - Discuss the necessity of thoughtful selection of persons to give trainees references. - Have trainees role play situations showing proper approach for securing a recommendation for a job. - Have trainees write a letter requesting the use of someone's name as a reference.		
- Use references for information on how to prepare for a job. - Discuss the steps to take in preparing for a job interview. - Show filmstrips: Preparing for an Interview and Your Job Interview. Discuss. - Discuss the reasons why some people are rejected for jobs. - Illustrate, "How to Prepare for an Interview" and "How to Sell Yourself to an Employer" on transparencies. - Discuss each point with trainees. - Have trainees as a group prepare a presentation using slides or transparencies illustrating points to remember during an interview. Include examples of appropriate personal conduct, sample questions to ask interviewer, and answers to have ready before the interview.	- How to Get a Job and Keep It - Pathways to Your Future	Film Job & Interviews Filmstrips Preparing for an Intefview Your Job Interview Other Resources Internal Revenue De Department S.S. Administration State Employment Agency Legal Aid Society "How to Prepare for an Interview", App. F, pp. F-17, F-18. "How to Sell Yourself to an Employer", App. F, pp. F-19 - F-25.

Competencies	Criterion-Referenced Measures
	2. Role play which depicts five examples of appropriate and/or inappropriate behavior and dress displayed by an applicant during an interview.
8. Respond to a job interview.	1. Written letter either applying for, accepting or refusing a job. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".
	2. Role play which depicts five or more points of telephone etiquette.

Instructor's Checklist

Check the trainee's performance in the following elements of a letter of application. Circle YES if the element was acceptable, and NO if it was not.

	Element of Letter	Rating	
1.	Sender's address	Yes	No
2.	Date	Yes	No
3.	Employer's name and address	Yes	No
4.	Salutation	Yes	No
5.	Opening paragraph	Yes	No
6.	Closing paragraph	Yes	No
7.	Closing	Yes	No
8.	Signature	Yes	No
9.	Enclosure--indicating that a resume is attached	Yes	No
10.	Grammar	Yes	No
11.	Punctuation	Yes	No
12.	Neatness	Yes	No

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Have trainees share past interview experiences if they have had any. - Invite a personnel director to discuss job interviews in terms of what an interviewer looks for during the interview. - Have trainees formulate a personal code of conduct for job applicants. - List and discuss some of the questions most frequently asked during interviews. - Develop one or more role playing situations to be used in demonstrating appropriate behavior during an interview. - Help trainees develop a code for evaluating trainee interview techniques. - Where possible, have counselor or placement officer administer aptitude or placement tests to give trainees practice with tests they may be required to take for job placement.	- Charm and Poise for Getting Ahead - Getting Ready for Payday - Beauty is Easy - A More Attractive You	Kits - There's a Job in Your Future - Neat Is a Girl's World - Great Looks Book Transparencies - Fundamentals of Grooming
- Discuss reasons for accepting or rejecting a job offer. - List points to be clarified when accepting or refusing a job by letter. Display samples of appropriate letters answering a job offer. - Have trainees demonstrate accepting or refusing a job by letter or in person. - Have trainees practice good telephone manners and proper - speech through the use of a tape recorder. - Develop a checklist for judging performance and evaluate each student. - Role play with trainees the use of the telephone in requesting an interview, accepting a job or refusing a job.	- My Personal Profile - Help Yourself	Slides - Personal Hygiene for Business Other Resources Employment supervisor Personnel director Teacher, day care center Director, day care center Films - Good Looks Here & Now - A Time and Place Filmstrips - Clothing Communicates - Your First Week on the Job Kit - Job Orientation

Competencies	Criterion-Referenced Measures
9. Appraise good interpersonal relationships on the job.	1. Role play which depicts five personal qualities or behaviors necessary for good relations with co-workers and the public.
	2. Role play which depicts two or more situations in which an employee exhibits desirable attitudes toward the employer and the job.
10. Analyze specific attitudes and/or personal behaviors which lead to job success in child care/development employment.	1. Identification of three employee attitudes and/or qualities which lead to job success and three which lead to job failure.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Have trainees identify several persons and list qualities, attitudes, or behaviors which make them well liked by their co-workers (cheerful, willing to do their fair share and more, friendly, concerned, not gossipy, etc.) - Invite a resource person to talk about the ways a new employee can make a good first impression with both the employer and other employees. - Have trainees role play situations involving good and bad first impressions. - Have trainees divide into groups and discuss some of the common errors people make in interpersonal relationships at work. Role play ways to correct these errors.	- Keeping that Job	Kits - Telephone Techniques for the Secretary - Job Orientation Films - Your Job: You and Your Boss
- Invite the director and an employee of different child care centers to discuss desirable employer-employee relationships in a child care setting. - Develop with trainees a code for evaluating employee attitudes and behaviors which influence the employer. Use the code to evaluate role play or work situations.		
- Develop with the trainees a definition of a successful person and a definition of job success. - Prepare a bulletin board illustrating good work attitudes. - Have trainees role play good and bad attitudes toward work. Discuss. - Have resource person speak to group on the job attitudes that make people successful. - Have trainees list specific attitudes which would be an advantage or a disadvantage on a particular job.	- Keeping That Job - Teen Profile - My Personal Profile - "Exploratory Self Tests," Illinois Teacher. - "Highway to Job Success," Illinois Teacher	Filmstrip - Your First Week on the Job

Competencies	Criterion-Referenced Measures
	2. Written or oral description of three examples of the kinds of ethical behavior expected from child care/development workers.
11. Evaluate personal characteristics necessary for employment.	1. Utilization of a self-evaluation check list to determine fitness for a particular job.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Develop a check list of personal qualities and job attitudes which would be an advantage to a child care worker. - Develop with the trainees role-play situations which give opportunities to demonstrate good ethical behavior as it relates to the child care/development worker. - Have trainees evaluate themselves on the basis of a check list developed. - ally and/or in groups concerning their self-evaluation, and help trainees devise a plan for self-improvement if necessary. - Help trainees analyze one or more child care job opportunities in relation to their own personal qualities and behaviors. - Identify the types of information a child care/development worker should treat as confidential. - Discuss the reasons for this and methods the worker can use to protect the rights of all persons served. Discuss how rumors can affect the program, the worker, and the job.		"Self-Evaluation, Infant Caregiver", App. F, p. F-27.

EMPLOYMENT IN CHILD CARE

REFERENCES

Books and Articles

Adler, Kenneth. Pathway to Your Future (The Job Resume and Letter of Application). Arlington, Mass.: Bellman Publishing Company, 1971.

American Home Economics Association. "Career Ladder in Family Relations and Child Development." Illinois Teacher 15 (March-April 1972): 178-179.

_____. Career Ladders and Lattices in Home Economics and Related Areas. Washington: American Home Economics Association, 1971.

Brown, Carolyn. For Beginning to be Teachers of Beginning to be Students. (Spiral bound paperback) Nashville, Tenn.: DARCEE, George Peabody College, 1971.

Cincinnati Public Schools. Exploring Careers in Child Care. Bloomington, Ill.: McKnight Publishing Co., 1973.

* Combs, Mary J., and N. R. Frantz, Jr. A Curriculum Guide for a Career Exploration Program in the Middle Junior High Schools of Georgia for Home Economics Education. Atlanta, Ga.: Georgia State Department of Education, 1972.

Dare, Beatrice F., and Edward J. Wolfe. Keeping That Job. Chicago: Follett Educational Corporation, 1967.

Goble, Dorothy. How to Get a Job and Keep It. Austin, Tex.: Steck-Vaughn Company, 1971.

* Grogan, Wanda. Planned Learning Activities for Career Education. Vol. 3, PLACE Packages and Teacher Guides for the Child Care Program. Athens, Ga.: University of Georgia, 1972.

Harms, Ruth. "Exploratory Self Tests." Illinois Teacher 17 (November-December 1972): 76-97.

Hess, Robert, and Doren Croft. Teachers of Young Children. New York: Houghton Mifflin Co., 1972.

Hildebrand, Verna. Introduction to Early Childhood Education. New York: Macmillan Company, 1972.

Hudson, Margaret, and Ann A. Weaver. Getting Ready for Pay Day. Phoenix, N.Y.: Frank E. Richards, Publisher, 1966.

Huetle, Karen. "Highway to Job Success." Illinois Teacher 17 (November-December 1973): 98-107.

*Indicates uncopyrighted material.

Koschnick, Kay, ed. The World of Work. Syracuse, N.Y.: New Readers Press, n.d.

Kupsinell, Penelope E. Home Economics Related Occupations. New York: The Interstate Printers, Inc., 1967.

_____. Occupational Home Economics Notebook. New York: The Interstate Printers, Inc., 1969.

Le Master, Judy. "Job Task Analysis: Child Care Aide." Illinois Teacher 15 (March-April 1972): 191-198.

Martin, Doretha. "Child Care Aide Job Analysis Form." Illinois Teacher 15 (March-April 1972): 180-184.

Randall, Florence. Getting a Job. Belmont, Calif.: Fearon Publisher/ Lear Siegler, Inc., 1968.

Ray, Bobbi. Teen Profile. Bronx, N.Y.: Milady Publishing Corporation, 1973.

_____. My Personal Profile. Bronx, N.Y.: Milady Publishing Corporation, 1973.

Read, Katherine H. The Nursery School. A Human Relationship Laboratory. 4th ed. Philadelphia: W. B. Saunders Company, 1966.

*Rose, Irene B., and Mary Elizabeth White. Child Care and Development Occupations. Competency-Based Teaching Modules. Atlanta: Atlanta Public Schools, Division of Instruction, Department of Curriculum Development and Supervision, 1974.

Schneider, Bernard. Getting and Holding a Job. Phoenix, N.Y.: Frank E. Richards, Publisher, 1966.

Superintendent of Documents. Day Care: Resources for Decision. Washington: Government Printing Office, n.d.

Texas Tech University. Orientation to the World of Work. Lubbock, Tex.: Home Economics Instructional Materials Center, 1971.

Texas Tech University, School of Home Economics. Child Care Aide. Lubbock, Tex.: Home Economics Instructional Materials Center, 1969.

Todd, Vivian E. The Child Care Aide in Early Childhood Education. New York: Macmillan Company, 1973.

Todd, Vivian E., and Helen Heffernan. The Years Before School. New York: Macmillan Company, 1969.

Tolman, Ruth. Charm and Poise for Getting Ahead. Bronx, N.Y.: Milady Publishing Company, 1969.

Turner, Richard. Changing a Job. (The Turner Guidance Series) Chicago: Follett Educational Corporation, 1967.

Turner, Richard. Holding a Job. (The Turner Guidance Series) Chicago: Follett Educational Corporation, 1967.

_____. Looking For a Job. (The Turner Guidance Series) Chicago: Follett Educational Corporation, 1967.

_____. Starting a Job. (The Turner Guidance Series) Chicago: Follett Educational Corporation, 1967.

_____. Training for a Job. (The Turner Guidance Series) Chicago: Follett Educational Corporation, 1967.

_____. Wanting a Job. (The Turner Guidance Series) Chicago: Follett Educational Corporation, 1967.

* University of Minnesota. Student Manual for Occupational Education. St. Paul, Minn.: Department of Education, 1965.

Wells, Alberta. Day Care: An Annotated Bibliography. Minneapolis, Minn.: Institude for Interdisciplinary Studies, 1971.

Free and Inexpensive Materials

* Day Care Administration. Washington: Department of Health, Education, and Welfare, n.d.

Day Care: A Preventative Service. New York: Child Welfare League of America, 1963.

Day Care: What and Why. New York: Metropolitan Life Insurance Company, 1972.

Johnston. A More Attractive You. New York: Knox Gelatin, Inc., 1961.

Keyserling, Mary Dublin. Windows on Day Care. New York: National Council of Jewish Women, 1972.

The Soap and Detergent Association. Beauty Is Easy. New York: The Cleanliness Bureau, 1971.

_____. Help Yourself. New York: The Cleanliness Bureau, 1970.

* Staff Training. Washington: Department of Health, Education, and Welfare, n.d.

* U.S. Department of Health, Education, and Welfare; Social Security Administration. Your Social Security Retirement Survivors and Disability Insurance. Washington: Government Printing Office, 1970.

Wells, Alberta. Day Care: An Annotated Bibliography. Minneapolis, Minn.: Institute for Interdisciplinary Studies, 1971.

Audio-Visual Aids

Films

Good Looks Here and Now. 15 min., color, sound. Chicago: Modern Talking Pictures, Armour Dial, Inc., 1970.

Summary: Shows reasons for good grooming for boys and girls.

Little World. 20 min., color, sound. New York: Day Care Council of New York, Bonded Service, n.d.

Summary: Shows the importance of early childhood education by showing the daily routines of a good day care center.

Your Job: Applying for It. 14 min., color, sound. Chicago: Coronet Instructional Films, 1970.

Summary: Shows techniques of application and interview.

Your Job: You and Your Boss. 16 min., color, sound. Chicago: Coronet Instructional Films, 1968.

Summary: Shows the relationship of employer-employee.

Filmstrips

Clothing Communicates. 6 min., filmstrip and record, color. New York: J. C. Penney Company, Education and Consumer Relations Department, 1970.

Summary: Shows the way clothing conveys a message to people around us.

Getting and Keeping Your First Job (Part I). 67 frames, 14 min., sound, color. Pleasantville, N.Y.: Guidance Associates, 1970.

Summary: Shows how to seek and prepare for an interview.

Job Hunting: Where to Begin (Part I). 80 frames, 15 min., color, sound. Pleasantville, N.Y.: Guidance Associates, 1972.

Jobs for You: It's Happening in Home Economics. Pleasantville, N.Y.: Guidance Associates, n.d.

Summary: Shows training and job situations in Home Economics.

Preparing for an Interview. 52 frames, 6 min., color, sound. New York: J. C. Penney Company, Educational and Consumer Relations Department, 1970.

Summary: Shows appropriate dress and credentials for job interview.

The Role of the Child Care Aide. Raleigh, N.C.: State Department of Public Instruction, n.d.

Summary: Shows a high school trainee's work in class and on the job.

Your First Week on the Job (Part I). 45 frames, 12 min., color, sound. Pleasantville, N.Y.: Guidance Associates, 1972.

Your Job Interview (Part I). 65 frames, 14 min., color, sound. Pleasantville, N.Y.: Guidance Associates, 1970.

Kits, Charts, and Posters

Entering the Job Market. Two filmstrips (80-100 frames), two records or cassettes, student readings, and a teaching guide. "Finding the Job you Want", "Getting the Job You Want". Washington: Changing Times Educational Service, 1970.

Summary: Helps students evaluate different ways of getting information and applying for a job through open-ended interviews.

Finding, Getting and Keeping a Job. Three filmstrips, set of transparencies, teacher's guide. New York: J. C. Penney Company, Inc., Educational and Consumer Relations Department, 1971.

Summary: Shows steps in acquiring information to find a job, getting it and keeping it.

The Great Looks Book. 20 slides, teacher's guide and transparency masters. Cleveland, Ohio: The Teachers' Great Looks Book, Editorial Services, Inc., 1971.

Summary: Shows techniques on grooming and personal appearance.

Hire an Employment Agency to Find you a Job? Washington: Changing Times Education Service, 1971.

Job Orientation. A multi-media kit which includes a teacher's manual with lesson plans for twelve hours of instruction, a student manual and an audio-visual color slide program with a cassette tape covering the employment interview. Bronx, New York: Milady Publishing Company, 1974.

Money Management. A multi-media resource kit containing games, cartoons, reading folders, forms and charts relating to earning, borrowing, and buying. Washington: Changing Times Education Service, 1970.

Neat Is a Girl's World. 12 min., record, color, teacher's guide, wall charts, booklets, "Neat Is a Girl's World". Chicago: Soft and Dri Anti-Perspirant, Gillette Toiletries, 1970.

Summary: Shows rap session answering girls' grooming problems.

Learning Consumer Education. Folders, forms, charts relating to earning, borrowing, and buying. Washington: Changing Times Education Service, 1970.

Summary: This kit gives information as to how to buy, and borrow and earn money.

Telephone Techniques for the Secretary. 8 min. cassette, 27 slides, guide, 15 transparencies, role playing situations related to use of telephone. Bronx, N.Y.: Milady Publishing Company, 1972.

Summary: Shows and gives information on the correct techniques in the use of the telephone.

There's a Job in Your Future. Washington: MacDonald, J. Home Economics Learning Package, American Home Economics Association, n.d.

Summary: A unit suggesting ways to discover job opportunities, to seek a job; stresses the importance of resumes, job applications, and job interviews.

Records, Tapes, Slides, and Transparencies

Fundamentals of Grooming. 23 transparencies, color. Chamblee, Ga.: 3M Company, Visual Products Division, n.d.

Summary: Shows improvements that can be made in appearance and grooming habits.

Personal Hygiene for Business. 12.5 min., 22 slides, cassette, color. Bronx, N.Y.: Milady Publishing Company, 1971.

Summary: Shows areas of personal hygiene that may make the difference between success and failure.

Appendix F*

SAMPLE JOB DESCRIPTIONS AND QUALIFICATIONS FOR A CHILD CARE/DEVELOPMENT PROGRAM

JOB TITLE

Cook

JOB SUMMARY:

Responsible for safe preparation and storage of all foodstuffs used at the center. Requisitions appro-appropriate amounts of foodstuffs at regular intervals. Works with assistant director-management in planning menus to meet the daily basic nutritional needs of children served.

EDUCATION: High school diploma or Graduate Equivalency Diploma desirable; be able to read and write. Health card required.

TRAINING AND EXPERIENCE: Prior experience or training in quantity food buying, menu planning, use of commodity foods, health and hygiene, food preparation and safe food storage.

JOB KNOWLEDGE: Basic knowledge of children's nutritional needs and how to introduce new foods into child's daily diet. Recognizes the importance of the position of cook as an integral part of the educational program of child care/development program.

SUPERVISED BY: Director - Management

SUPERVISES: Cook's aide or assistants

Prepares menus.

Requisitions foodstuffs.

Stores foods appropriately before and after cooking.

Records amounts of foods, milk,etc., used daily.

Scrubs counters, sinks; washes dishtowels.

Washes and sterilizes food preparation dishes, as well as serving dishes.

Cleans refrigerator, stove, cupboards, other storage areas.

Prepares and cooks vegetables, meats, fruits, sauces and other food appropriately.

---

*Irene B. Rose and M. E. White, Child Care and Development Occupations, Competency Based Teaching Modules (Atlanta: Atlanta Public Schools, 1974).

SAMPLE JOB DESCRIPTIONS AND QUALIFICATIONS FOR A CHILD CARE/DEVELOPMENT PROGRAM

JOB TITLE

Housekeeper

JOB SUMMARY

Performs routine light cleaning duties as required to maintain a clean and orderly facility. Responsible for assisting in the preparation of snacks and the cleanliness of the nourishment area.

JOB QUALIFICATIONS AND RELATIONSHIPS

EDUCATION: Ability to read and write desirable

TRAINING AND EXPERIENCE: Demonstrated satisfactory prior work record.

JOB KNOWLEDGE: Knowledge of cleaning methods. Ability to get along with pre-school children.

SUPERVISED BY: Director - Management

SUPERVISES: No one

FUNCTIONS AND DUTIES

Maintains a clean and orderly child care facility through daily cleaning and pick-up.

Maintains clean and properly supplied restroom facilities.

Maintains clean and orderly nourishment area.

Assists in the preparation and service of snacks and lunches.

Performs other related duties as identified and assigned by the director - management.

SAMPLE JOB DESCRIPTIONS AND QUALIFICATIONS FOR A CHILD CARE/ DEVELOPMENT PROGRAM

JOB TITLE

Social Worker

JOB SUMMARY

Responsible for evaluating the social needs of the children in the program, working with those with acute needs to facilitate the fulfillment of the needs. Works closely with the program's supervisory staff to insure a coordinated program for the child and his parents. Makes referrals to other community agencies as necessary. Maintains complete case records on children being served, scheduling follow-up activities.

JOB QUALIFICATIONS AND RELATIONSHIPS

EDUCATION: Master's Degree - Social Work

TRAINING AND EXPERIENCE: Prior casework experience with children is required.

JOB KNOWLEDGE: Knowledge of needs of indigent children and community resources available to meet the identified needs.

SUPERVISED BY: Director - Management

SUPERVISES: No one

FUNCTIONS AND DUTIES

Responsible for initial intake of all children to the program.

Evaluates social needs of the children and works closely with the program's supervisory staff to insure a coordinated program that will benefit both the child and his parents.

Works with various community agencies as necessary to solve identified problems affecting the social well-being of the program's child population.

Maintains casework records on all children requiring social services.

Makes and follows up on referrals as indicated.

Makes home visits if indicated.

Works with the director in evaluating the over-all effectiveness of the child care programs.

SAMPLE JOB DESCRIPTIONS AND QUALIFICATIONS FOR CHILD CARE/ DEVELOPMENT PROGRAM

JOB TITLE

Secretary

JOB SUMMARY

Responsible for correspondence, records and schedules of the Directors of the child care program. Answers the telephone, relays messages, and assists with intake of children as necessary.

JOB QUALIFICATIONS AND RELATIONSHIPS

EDUCATION: High school diploma - Additional business training desirable.

TRAINING AND EXPERIENCE: Prior secretarial experience is preferred. Should be able to type at least 50 w.p.m. and use dictating equipment.

JOB KNOWLEDGE: Knowledge of business correspondence and ability to present a pleasant appearance in all work contacts.

SUPERVISED BY: Director - Management

SUPERVISES: No one

FUNCTIONS AND DUTIES

Handles all correspondence and typing, including records and reports.

Maintains schedules for directors and takes telephone messages for them.

Maintains files as required by the child care center.

Keeps minutes of all staff conferences.

Performs other secretarial duties as required.

SAMPLE JOB DESCRIPTIONS AND QUALIFICATIONS FOR A CHILD CARE/DEVELOPMENT PROGRAM

JOB TITLE

Level II: Child Care Worker

JOB SUMMARY

Responsible for the care of and program for a specified group of children. Works with Level I worker and professional staff to insure that curriculum objectives are being met. Identifies children needing special attention and makes the professional staff aware of them. Participates in in-service training and continually strives toward improved teaching methods.

JOB QUALIFICATIONS AND RELATIONSHIPS

EDUCATION: Two years of child development training (vocational or college)

TRAINING AND EXPERIENCE: Prior experience in teaching preschool children is very desirable.

JOB KNOWLEDGE: Knowledge of teaching methods for preschool education and ability to work well with preschool children and all members of staff.

SUPERVISED BY: Teacher

SUPERVISES: Level I worker

FUNCTIONS AND DUTIES

Provides instruction for a specified group of children.

Coordinates the program for this group to insure well-rounded educational enrichment.

Participates in in-service sessions and strives for increased capacity in teaching abilities.

Supervises Level I workers to insure proper care and education of the children.

Performs other related duties as assigned by the teacher and directors.

SAMPLE JOB DESCRIPTIONS AND QUALIFICATIONS FOR A CHILD CARE/DEVELOPMENT PROGRAM

JOB TITLE

Level I: Child Care Worker

JOB SUMMARY

Responsible for assisting the Level II Worker in providing educational stimulation and care for a specified group of children. Assists in daily personal care required by the children as well as special attention some chilcren may require. Participates in all in-service programs.

JOB QUALIFICATIONS AND RELATIONSHIPS

EDUCATION: High school diploma required - and level I training

TRAINING AND EXPERIENCE: No prior experience is required, however, past experience in dealing with preschool children is very desirable.

JOB KNOWLEDGE: Knowledge of children and how to handle them in a group or individual situation.

SUPERVISED BY: Level II worker

SUPERVISES: No one

FUNCTIONS AND DUTIES

Performs specific duties related to the care and education of specific group of children as directed by the Level II worker.

Participates in in-service education programs to advance personal knowledge of preschool education.

Performs other duties related to the care and education of the children as directed by the Level II worker.

SAMPLE JOB DESCRIPTIONS AND QUALIFICATIONS FOR A CHILD CARE/DEVELOPMENT PROGRAM

JOB TITLE

Director - Management

JOB SUMMARY

Responsible for the overall management and efficient operation of the child care program. This includes financial management, scheduling personnel, coordination with community agencies, as well as maintaining adequate equipment and supplies.

JOB QUALIFICATIONS AND RELATIONSHIPS

EDUCATION: Master's Degree, Early Childhood Education, Child Development, Business Administration, or Management

TRAINING AND EXPERIENCE: Prior experience in the operation of preschool programs as well as administrative ability related to management of personnel and financial management.

SUPERVISED BY: Owner, organization or agency

SUPERVISES: Child care program staff

FUNCTIONS AND DUTIES

Maintains appropriate records pertaining to the operation of the child care program. Submits required reports to various licensing agencies on a regular basis.

Coordinates purchases of supplies and equipment and is responsible for the budget of the program.

Schedules personnel so that the required number are present to care for the children.

Provides leadership for the program staff.

Performs other administrative functions as may be required to insure the efficient and progressive management of the child care program.

Works closely with the Director-Curriculum to insure the efficient operation of the program and the accomplishment of its goals and objectives.

SAMPLE JOB DESCRIPTIONS AND QUALIFICATIONS FOR A CHILD CARE/DEVELOPMENT PROGRAM

JOB TITLE

Teacher

JOB SUMMARY

Responsible for planning and implementing a program designed to benefit each child's individual needs for physical, social, emotional and intellectual development. Assists the director in development of a parent involvement program. Assists director in developing curricula and training for all child development Level I and Level II workers.

JOB QUALIFICATIONS AND RELATIONSHIPS

EDUCATION: Bachelor's degree in Child Development, Early Childhood Education

TRAINING AND EXPERIENCE: At least one year of demonstrated competence in working directly with children in a child care/development setting.

JOB KNOWLEDGE: Knowledge of child care objectives, methods, and materials

Knowledge of individual behavior and growth and development of children

Supervisory skills for supervising Level I and Level II child care workers.

SUPERVISED BY: Program director (both in management and curriculum)

SUPERVISES: Child care staff Level I and Level II workers

FUNCTIONS AND DUTIES

Supervises overall program in classrooms.

Maintains responsibility for all children in his/her care during time on duty.

Determines supplies and equipment needed for program and advises director.

Holds regular parent-teacher conferences and talks with parents when appropriate.

Attends and participates in staff conferences and parent group meetings.

Keeps written records and reports on each child, (attendance, health, progress, etc.).

Supervises Level I and Level II child care workers.

SAMPLE JOB DESCRIPTIONS AND QUALIFICATIONS FOR A CHILD CARE/DEVELOPMENT PROGRAM

JOB TITLE

Director - Curriculum

JOB SUMMARY

Responsible for developing and evaluating curriculum content to provide meaningful educational experiences for children on a continuing basis. Works closely with staff in implementing the curriculum and revising as indicated. Conducts inservice training for staff to insure use of innovative and effective teaching methods. Evaluates curriculum and the performance of the children, submitting written reports on a regular basis.

JOB QUALIFICATIONS AND RELATIONSHIPS

EDUCATION: Master's Degree - Early Childhood Education

TRAINING AND EXPERIENCE: At least three years of demonstrated competence in developing and implementing an innovative curriculum for preschool age children.

JOB KNOWLEDGE: Complete knowledge of teaching methods and curriculum development for preschool education programs.

SUPERVISED BY: Owner, organization, or agency

SUPERVISES: Child care program staff

FUNCTIONS AND DUTIES

Develops curriculum for educational activities of the child care program and continually evaluates its effectiveness.

Works with the supervisory staff to improve teaching methods.

Relates objectives to various agencies and files reports as may be required.

Coordinates students who may utilize the program for observation or work experience in early childhood education.

Works with the Director-Management to insure the efficient operation of the program and the accomplishment of its goals and objectives

SAMPLE CAREER LADDER IN

LEVELS	TITLES NO	EXISTING TITLES	PROPOSED TITLES
Professional Managerial	.092	Center director	Director of child development center
	.092	Assistant director	Assistant director of child development center
Supervisory	*	Child development director	Child development supervisor
	092.228	Teacher, Kindergarten	
	*	Teacher, child development or early childhood education	Child development Assistant or Associate
Assistant	*	Family day care mother	Family day care mother
	359.878	Teacher, Nursery school	
		Child care leader	
		Child day care center worker	Child development aide
	*	Child day care assistant	
Entry	*	Aide	
	*	Day care aide	
	*	Child development aide	Child development worker

*ADAPTED FROM: *Career Ladders and Lattices in Home Economics and Related Areas: Possibilities for Upgrading Household Employment*, American Home Economics Association, 2010 Massachusetts Ave., N. W., Washington, D. C. 20036.

CHILD CARE/DEVELOPMENT CENTER*

WORK DESCRIPTIONS	MINIMUM QUALIFICATIONS
Full time director with no teaching responsibilities. Responsible for business and personnel of center.	Bachelor's degree, Master's preferred, plus experience and certification in Child Development or Early Child Education.
Assists director in a large center. Plans and directs educational program with teaching responsibilities. Supervises child development supervisor.	Bachelor's degree plus experience in Child Development or Early Childhood Education.
Assists teacher in working with children. Plans work schedules and supervises child development assistants and aides.	Bachelor's degree, certification and experience.
Works directly with children	Associate degree or technical school diploma in child development.
Licensed to care for up to five children in her home, including her own or 10-12 with an assistant. (May move to a larger center)	High school with a secondary or adult program in child care and development, preferably in a cooperative program.
Leads activities of children under supervision of child development supervisor, teacher or assistant.	Two years experience plus high school equivalency which may be earned while on the job and includes an educational program course for child development workers.
Works with children under direct supervision.	On-the-job experience while enrolled in a cooperative educational program for child development aides. On-the-job secondary or adult educational course for child development aides.

LATTICE POSSIBILITIES: from a day center into department store retailing in children's clothing, toys, etc., or into food service, e.g., catering children's parties, or into clothing and textile field, e.g. making children's clothing or toys.

Checklist for Sources of Employment Information

Instructions: Record in a notebook examples of job leads from any five of the following. Check (✓) all sources which were explored.

___ Newspaper

___ Employment service

___ Friends and relatives

___ Radio advertisements

___ Telephone directory

___ Placement offices

___ Chamber of Commerce notices

___ YWCA

Name_____

Checklist for Personal Folder

Instructions: Place an "X" in the blank to left of item if it is present in personal folder.

___ Social Security Card (or number)

___ Health certificate

___ Resume

___ Evidence of health tests

___ Birth certificate (or copy)

___ First Aid certificate

___ School certificate or diploma

___ References

HOW TO PREPARE FOR A JOB INTERVIEW *

STUDY YOUR QUALIFICATIONS AND ABILITIES, AND ARRANGE THIS KNOWLEDGE IN YOUR MIND SO THAT YOU CAN PRESENT IT BRIEFLY AND CLEARLY DURING THE INTERVIEW.

LEARN AS MUCH AS YOU CAN BEFOREHAND ABOUT THE ORGANIZATION TO WHICH YOU APPLY. DON'T BE AFRAID TO ASK QUESTIONS ABOUT IT AND YOUR JOB.

---

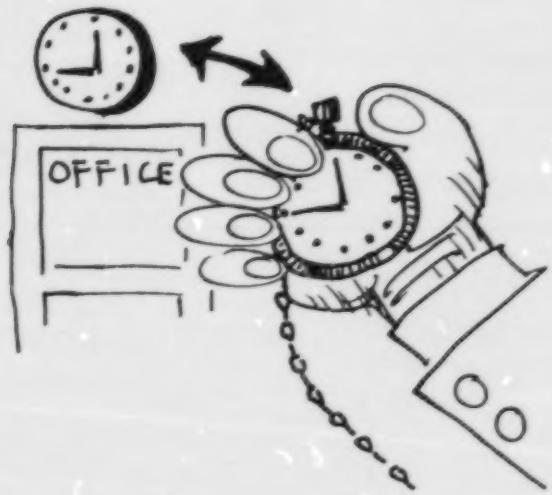
*Irene B. Rose and M. E. White, Child Care and Development Occupations, Competency Based Teaching Modules (Atlanta: Atlanta Public Schools, 1974).

MAKE A PRESENTABLE APPEARANCE. BE CLEAN, NEAT AND DRESS AS WELL AS YOU CAN AFFORD. DON'T OVERDRESS OR WEAR GAUDY CLOTHES. WOMEN SHOULD AVOID GAUDY MAKE-UP.

BE ABLE TO GIVE AS REFERENCES THE NAMES OF AT LEAST THREE RESPONSIBLE AND RELIABLE PEOPLE WHO KNOW YOU WELL AND ARE NOT RELATED TO YOU AND WHO HAVE GIVEN YOU PERMISSION TO USE THEIR NAME.

HOW TO SELL YOURSELF TO AN EMPLOYER

BE PROMPT. KEEP YOUR APPOINTMENT TO THE MINUTE

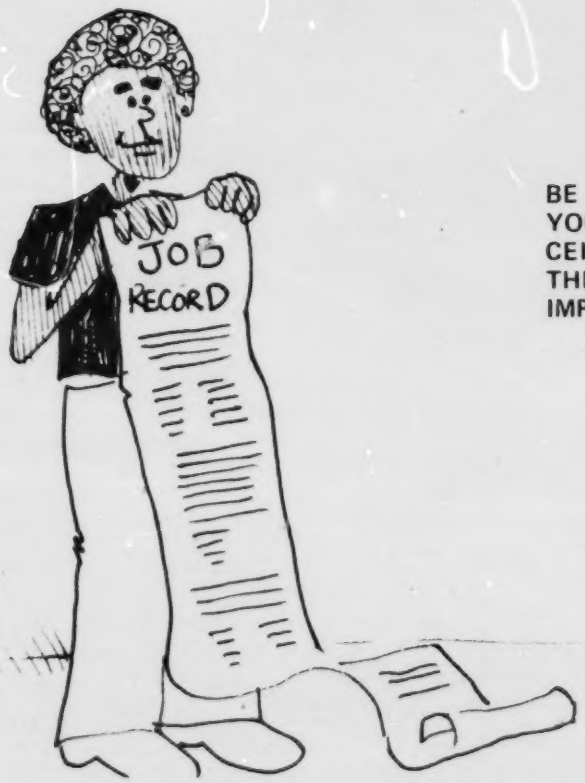


AVOID TAKING ANYONE WITH YOU TO APPLY FOR A JOB. THE EMPLOYER WANTS TO TALK TO YOU.

WATCH YOUR POSTURE. CREATE A GOOD IMPRESSION BY ASSUMING A GRACEFUL POSITION IN THE CHAIR. DON'T YAWN OR SLOUCH OR DISPLAY SIGNS OF NERVOUSNESS.

DO NOT CRITICIZE OTHERS, INCLUDING PAST EMPLOYERS OR ASSOCIATES.

ANSWER ALL THE EMPLOYER'S QUESTIONS ACCURATELY, HONESTLY, FRANKLY AND PROMPTLY.



BE ABLE TO GIVE A CONTINUOUS RECORD OF ALL YOUR JOBS, DATES OF EMPLOYMENT, WAGES RECEIVED, THE EXACT NATURE OF YOUR WORK AND THE REASON YOU LEFT. THIS INFORMATION IS IMPORTANT TO THE EMPLOYER.

WHEN ASKED, POINT OUT THE VALUE DERIVED FROM YOUR TRAINING AND PAST EXPERIENCE WHICH WILL CARRY OVER TO THE JOB FOR WHICH YOU ARE APPLYING.

BE POLITE AND COURTEOUS, AND SHOW DUE RESPECT FOR THE PERSON INTERVIEWING YOU. DON'T BECOME FAMILIAR OR TRY TO WIN FAVOR BY ADDRESSING HIM AS "JACK" OR "BUDDY."

AVOID ANY MENTION OF YOUR PERSONAL, FINANCIAL OR DOMESTIC TROUBLES; THE EMPLOYER IS INTERESTED ONLY IN WHAT YOU CAN DO AND HOW WELL YOU CAN DO IT – IN OTHER WORDS, OF WHAT VALUE YOU CAN BE TO HIM.

AVOID ANY ARGUMENTS WITH YOUR PROSPECTIVE EMPLOYER.

SPEAK WITH A FEELING OF CONFIDENCE AND ENTHUSIASM, BUT DO NOT BLUFF OR EXAGGERATE. USE GOOD ENGLISH. SPEAK DISTINCTLY, AND DON'T TALK TOO MUCH.

DO NOT BECOME DISCOURAGED IF, DURING YOUR FIRST INTERVIEW, YOU BECOME NERVOUS AND FAIL TO PRESENT YOURSELF FAVORABLY. EMPLOYERS UNDERSTAND AND MAKE ALLOWANCES. DELIBERATELY SEEK INTERVIEWS AND IMPROVE.

EVEN IF THE PROSPECT OF AN IMMEDIATE JOB IS NOT POSSIBLE, THE INTERVIEWER'S ADVICE REGARDING FUTURE OPENINGS SHOULD BE CONSIDERED. SUCH SUGGESTIONS MAY LEAD TO A JOB.

FEEL SURE THAT YOU ARE REALLY INTERESTED IN THE TYPE OF WORK YOU ARE APPLYING FOR.

SAMPLE

SELF EVALUATION, INFANT CAREGIVERS*

NAME _____ DATE _____

YES	NO		
___	___	1.	I am in good physical and mental health.
___	___	2.	I make every effort to be clean and well-groomed while on the job.
___	___	3.	I am self-disciplined, even-tempered, and generally not given to outbursts of anger or rage.
___	___	4.	I have a sense of humor.
___	___	5.	I am confident in my own abilities and performances.
___	___	6.	I like infants and find it easy to show affection for them.
___	___	7.	I am patient, warm and friendly toward infants.
___	___	8.	I respect the child and his parents at all times.
___	___	9.	I am acquainted with, accept, and appreciate parents' and children's cultures, customs, and languages if different from my own.
___	___	10.	I understand that a young child has a variety of needs - physical, mental, emotional, social, and intellectual - and I am able to provide consistent care in all these areas of growth and development.
___	___	11.	I strive to meet the individual needs of each infant for whom I am responsible.
___	___	12.	I have a positive interest in a child's learning and I am encouraging, reassuring, and responsive to his attempts at learning in all spheres.
___	___	13.	I am responsible, energetic, imaginative, flexible, and resourceful in my work.
___	___	14.	I attempt to examine situations from a child's point of view.
___	___	15.	I am neither too lax nor overly punitive in controlling undesirable behavior.
___	___	16.	I strive to establish a good relationship with other employees and my employer.
___	___	17.	I am willing and able to learn from other people.
___	___	18.	I have the desire to take training to improve my ability as infant caregiver.
___	___	19.	I strive to practice improved techniques in caring for infants.

* Adapted from *Day Care: Serving Infants,* U.S. Dept. of Health, Education and Welfare, Wash., D.C., and *Caring for Infants in Day Care Centers: A Guide for Teachers,* Division of Vocational Education, University of Kentucky, Lexington, 40506.

THE CHILD CARE AIDE

A Self Instruction Module

LUCY DENNISON

ANITA WEBB

DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
COLLEGE OF EDUCATION, VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY
BLACKSBURG, VIRGINIA 24061

Introduction

Because there has been a great increase in the number of working mothers, there has also been an increase in the number of day care centers established throughout the country. Trained child care aides are needed in order to give good care to the children who come to the day care centers.

This learning module will help you learn what a child care center is and what a child care aide does. It will also help you decide if you have the personal qualities necessary to give good care to children.

This material was pilot-tested by research project personnel.

TASK 1

Learn what child care centers are and what they do for children.

OBJECTIVES: When you have finished this learning activity you should be able to

(1) explain the purposes and objectives of child care centers.

(2) list basic needs of children.

(3) give reasons parents and children to child care centers.

(4) identify some types of child care centers that are available throughout the country.

PRE-TEST 1

How much do you already know about child care centers?

INSTRUCTIONS: This is a pretest. If you can answer the questions on this test, you will not need to study this module and can go on to Learning Activity 2.

1. Write six reasons why parents send their children to child care centers.

   1.

   2.

   3.

   4.

   5.

   6.

2. All children have basic needs. See if you can list eight of them.

   1.

   2.

   3.

   4.

   5.

   6.

7.

8.

3. In the following statements, parents express certain needs which they hope the child care center will fulfill for their children. Name the correct area of development that each statement describes.

Example: "Sue doesn't have anybody to play with in the neighborhood. There aren't any children her age." Social

a. "Lucy demands my attention. She wants me to watch her instead of doing my housework. She needs someone to play with." _____

b. "Barbara cries when the other children go to school. She seems to be lonely without them." _____

c. "Our apartment is so small there isn't room for Thelma to play. She needs room to stretch and grow." _____

d. "I do not have time to read to Ruthie, and she loves for someone to read or tell stories to her." _____

e. "May is three years old. She is too dependent on me and needs to be around other adults who will help her feel that they accept her, too." _____

4. What are the four types of child care centers where most employment opportunities for child care aides may be found?

1.

2.

3.

4.

- - - - - -

Pretest Answer Sheet

1. Any six of the following:

   Supervised play
   Development of skills
   Equipment suitable for child's size
   Creative experiences
   Pleasant associations with adults
   Group experiences
   Environment for happy emotional development
   Physical care

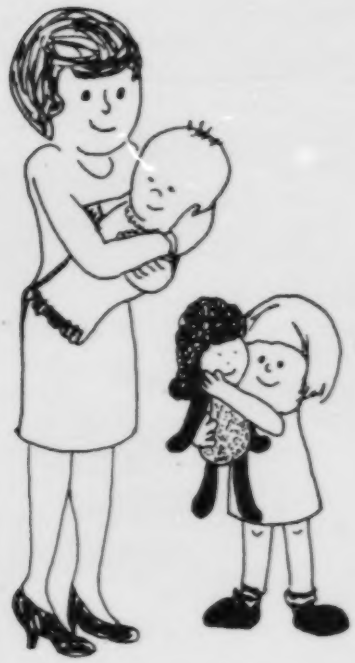
2. Love
   Physical care
   Security
   Independence
   Achievement
   Experimentation
   Approval
   Respect

3. a. Social
   b. Social
   c. Social
   D. Physical
   3. Intellectual
   f. Emotional

4. 1. Day care centers--non-profit facilities
   2. Child care center--state supported
   3. Private nursery schools and kindergartens--privately supported
   4. Head Start program--federally supported

Learning Activity 1

Instructions: Read the information given below and on pages 7-8.



PURPOSES OF THE CHILD CARE CENTER

Changes in our culture have increased the need for child care centers. More mothers are employed outside the home than ever before in history. Many families are now living in apartments, mobile homes, and housing complexes, all of which have limited play space for children. Still another change in our culture is that many families move often and are no longer close to relatives and friends of long standing. As a result, grandparents, relatives, and older brothers and sisters are lacking.

Child care centers sometimes provide opportunities for counseling related to family problems which may or may not include plans for care of the child. Opportunities for family life education through group meetings and individual counseling also may be provided by some child care centers.

Parents generally send their children to a child care center because it provides:

Supervised play with space and equipment for exercise to help in physical development

Opportunities to develop skills using equipment and materials suitable to the child's size and age

Creative experiences that help stimulate the child's independent thinking and intellectual development

A pleasant association with adults to promote respect for authority

Group experiences to develop acceptable social skills

An environment for the happy emotional development of children

Good physical care and responsible supervision

Child care centers are established on sound principles and standards of "good living" for children. The basic operation of a child care center should be planned to meet the needs common to all children. These needs are:

To be loved and wanted

To have physical care and supervision

To feel secure and protected from anxiety and fears in any emergency

To become independent

To grow, develop, and achieve as an individual

To learn, explore, and experiment through play and play activities

To gain approval, feel significant, and be accepted by peers and adults

To respect the image of authority--teachers and parents

In order to meet the needs outlined above, the following provisions should be made to help children develop in these four areas:

Physical development and well being by protecting his or her health and safety, by providing nutritious food, by setting aside time for elimination, by allowing space to move and to practice bodily control, and by giving time for rest and relaxation.

Intellectual development by providing equipment and materials which are interesting and stimulating; by allowing each child to express his or her interests through materials, language, and music; by furnishing new experiences closely related to the child's day-to-day living; and by providing experiences geared to the ability and readiness of each child.

Social development and learning by recognizing the child's need to get along with other children and adults, by providing materials which enable children to enjoy playing together, and by helping the child to develop techniques which will make him or her an acceptable member of the group.

Emotional growth and development by making the child feel needed and wanted, by helping him or her to become independent, by accepting the child and his or her feelings, and by guiding the child toward releasing those feelings in acceptable ways.

Several types of child care centers are in operation throughout the country. The following provide the majority of opportunities for employment of persons trained in child care services:

Day care centers sponsored by non-profit corporations, church groups, foundations, or civic organizations with fees based on the family's ability to pay

Child care centers supported by funds provided by the state with the fees graudated according to the family's income

Private nursery schools and kindergartens supported entirely by fees from families who are able to pay for the service

Head Start Programs supported by federal funds and generally under the management of a local board. This program can be either a half day or full day one which provides cultural enrichment and medical care for the disadvantaged child.

Federally operated day care centers supported by federal funds which are provided through state child welfare programs

Self-Test 1

INSTRUCTIONS: You are now ready to test what you have learned.

1. Write six reasons why parents send their children to child care centers.

   1.

   2.

   3.

   4.

   5.

   6.

2. All children have basic needs. See if you can list eight of them.

   1.

   2.

   3.

   4.

   5.

   6.

   7.

   8.

3. In the following statements, parents express certain needs which they hope the child care center will fulfill for their children. Name the correct area of development that each statement describes. (For each statement, name one area of development: social, physical, intellectual, or emotional.)

   Example: "Sue doesn't have anybody to play with in the neighborhood. There aren't any children her age." Social

   a. "Lucy demands my attention. She wants me to watch her instead of doing my housework. She needs someone to play with." _____

   b. "Barbara cries when the other children go to school. She seems to be lonely without them." _____

   c. "Our apartment is so small there isn't room for Thelma to play. She needs room to stretch and grow." _____

   d. "I do not have time to read to Ruthie, and she loves for someone to read or tell stories to her." _____

   e. "May is three years old. She is too dependent on me and needs to be around other adults who will help her feel that they accept her, too." _____

4. What are the four types of child care centers where most employment opportunities for child care aides may be found?

   1.

   2.

   3.

   4.

- - - - - - - - -

Your answers should correspond closely to those given on the Answer Sheet on the next page. If there is any doubt or question about your answer, talk to your teacher.

Self-Test Answer Sheet 1

1. Any six of the following:

   Supervised play
   Development of skills
   Equipment suitable for child's size
   Creative experiences
   Pleasant associations with adults
   Group experiences
   Environment for happy emotional development
   Physical care

2. Love
   Physical care
   Security
   Independence
   Achievement
   Experimentation
   Approval
   Respect

3. a. Social
   b. Social
   c. Physical
   d. Intellectual
   e. Emotional

4. 1. Day care centers--non-profit facilities
   2. Child care center--state supported
   3. Private nursery schools and kindergartens--privately supported
   4. Head Start program--federally supported

TASK 2

Learn what is required of a child care aide.

OBJECTIVES: When you have finished this learning activity, you should be able to:

(1) select duties performed as a child care aide.

(2) recognize responsibilities of a child care aide.

(3) identify desirable characteristics of a child care aide.

(4) evaluate self in terms of personal qualities necessary for success as a child care aide.

PRE-TEST 2

How much do you already know about child care aides?

INSTRUCTIONS: This is a pretest. If you can answer the questions on this test, you will not need to study this module and can go on to Learning Activity 3.

1. Write six or more responsibilities that a child care aide must be capable of doing.

   1.

   2.

   3.

   4.

   5.

   6.

2. Tell whether the statements below are true or false.

   a. A child care aide should always wait to be told to do his or her duties. _____

   b. A child care aide's duties do not vary and are the same every day. _____

   c. A child care aide should be flexible and willing to do whatever needs to be done. _____

   d. A child care aide should pick up toys and not expect the children to help. _____

   e. A child care aide helps children develop a sense of belonging. _____

3. Select the number of the best solution for the situations described in items A and B. Draw a circle around your selection.

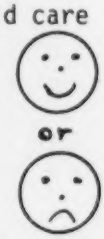
   A. One of your co-workers became ill and had to leave the center. You, as an aide, assumed some of his responsibilities. As a result you should

      1. complain about the extra amount of work.
      2. accept the additional responsibility and ask for instructions.
      3. expect extra pay for extra work done.

   B. The child care aide was busy with her work at home and her responsibilities at the center. One morning as she turned off the alarm clock, she made a decision about going to work. What would your decision be?

      1. Go back to sleep and get the badly needed rest.
      2. Call the employer and tell him or her you are unable to be there because of illness.
      3. Report to work because it is the right thing to do.

4. Using the list of personal characteristics for a good child care aide given on pages 19and 20, draw a "smiley" face beside those which you feel you could acquire. Draw a "frowny" face beside those that you are not sure about.



5. Thinking of the qualities you feel you possess that will help you in your work as a child care aide, write a page telling why you would like child care as a vocation.

Pretest Answer Sheet

1. Any six of those duties listed on pages 16-17.

2. a. false
   b. false
   c. true
   d. false
   e. true

3. A. Accept the additional responsibility and ask for instructions.

   B. Report to work because it is the right thing to do.

4 and 5. There are no wrong answers.

Learning Activity 2

Instructions: Read the information given below and on pages 18 - 21.

RESPONSIBILITIES OF CHILD CARE AIDES

The duties of a child care aide vary from one child care center to another and from day to day, depending on the schedule of activities for the day. It is necessary that the child care aide be flexible and willing to do whatever needs to be done. It is also important that the aide learn to go ahead and carry out the duties assigned to him or her without always waiting to be told what to do. Responsibilities which may be assigned to a child care aide are listed below. The aide:

Helps children accept the center and participate in its activities

Helps children learn the established routines of the center

Helps to develop in the children a sense of "belonging" in the center

Helps children become more independent in removing own garments, such as coats and sweaters

Assists children in developing good housekeeping habits, such as putting toys away

Guides children in helping to keep the center clean and attractive

Assumes some responsibility for helping children prepare for snacks and mealtime

Helps children to develop good eating habits and table manners

Helps children to develop positive, acceptable attitudes toward food and eating

Prepares and serves mid-morning and mid-afternoon snacks

Sets the table for noon meal

Assists in arranging mats on the floor for children's rest period

Supervises rest period of children

Stacks or stores mats after children's rest period

Responsibilities assigned to child care aides (Cont'd.)

Assumes some responsibility, under supervision, for play and learning experiences of children

May relieve teacher for short periods, when needed, by reading stories to children, conducting finger plays, and leading songs

Helps children with nature and science experiences

Helps prepare and get play materials ready when needed by teacher and/or director

Arranges physical environment, under supervision of director, so it is appropriate for play and learning experiences of children

Places clean towels and wash cloths on rack for children each day

Assists children with routines, such as toileting, washing, and hanging towels after use

Helps to maintain health and safety of the children at the center during rest and play periods

Helps children establish sanitary habits of toileting and personal hygiene appropriate to their age level

Practices safety procedures by being alert to situations involving hazards to the safety of children, such as sorting toys that may be unsafe

Observes accepted procedures for reporting accidents and signs of illness or discomfort in children

Assists in giving first aid at the center for children's minor accidents, cuts, and bruises

Works cooperatively with center staff and accepts instructions and guidance from director

Participates in staff planning and evaluation sessions concerning center policies and program

Helps to evaluate own progress in meeting responsibilities to the center

Observes policies of center concerning work schedules, absences, and health regulations

Follows regularly assigned schedule of responsibilities and assumes other responsibilities as needed

Assumes some responsibility for maintaining cleanliness and attractiveness of the center during the day

PERSONAL CHARACTERISTICS OF THE CHILD CARE AIDE

Trained teachers are generally regarded as the most significant factor in determining the quality of experience that a child will have in the child care center. Educational certification is one means whereby "good" child care teachers and workers are assured. Requirements for certification, however, do not always insure that the person will be successful in working with children. An individual, who is interested in working with children but does not meet all of the essential requirements for a teacher, may be trained to assist in other ways in the child care center program.

Because of the present shortage of trained personnel, nursery schools sometimes employ former nurses, dietitians, or secretaries to help fill vacancies. Many teachers and parents are anxious to organize nursery schools or play groups as a part of the educational program for their church or club. These individuals often lack the specific knowledge necessary to provide a good nursery school environment. Because of the increase in number of child care centers and the lack of trained personnel, there are many opportunities for employment for trained child care workers.

The Home Economics Occupational Program is designed for the student who is interested in acquiring the basic personal qualities needed by a child care aide. The person who works with children must understand the importance of developing certain personal characteristics which will make him or her more effective in his or her work. The child care aide will find the following guidelines helpful as he or she works in the center:

(For more information you may wish to read Good Schools for Young Children by Sarah Leeper, et al. New York: The Macmillan Company, 1968, pp. 103-106.)

Maintain a Sense of Humor

The ability to find humor especially in situations where you are involved helps to turn "mountains into molehills." For example:

> The Slumberland Child Care Center was preparing for parents' day. All the children were excited about the activities which were planned. Five-year-old Roy asked Wilma, the child care aide, "May I bring my puppy to the party?" Wilma, busy with the routines of the center and confident that the child would not remember, replied, "Yes, by all means!" To the surprise of everyone, Roy's mother called to ask if Roy was supposed to bring his German shepherd to the party.

Cultivate a Sense of Dedication and Direction

Goals are more easily reached when you know where you are going and why.

Develop a Genuine Interest in People

You work with people, not things.

Take Time to Relax

When your frustration threshold is reached, recognize that it is time to take a break.

Avoid Misery and Its Fellow Travelers

Enthusiasm is catching . . . and so is despair.

Keep Smiling . . . We Are All Expendable

Each of us has responsibilities, and we must be flexible enough to adjust.

Believe in Yourself

A sense of self-worth leads others to have confidence in you.

Find an "Out" for Tensions

Everyone needs a constructive outlet for "blowing off" steam.

Aim for Success

You are now beginning your journey into the world of work. Good Luck!

Each child care center will have its own policies concerning work schedules, absences, and health regulations. Employees' work schedules are determined by the duties which need to be performed at different times throughout the day. If an employee is going to be absent, it is important that the director be notified immediately so adjustments can be made in the other employees' schedules. Most centers will set up their own rules about absences, but child care workers should never report to work when they have a contagious illness.

Self-Test 2

INSTRUCTIONS: You are now ready to test what you have learned.

1. Write six or more responsibilities that a child care aide must be capable of doing.

   1.

   2.

   3.

   4.

   5.

   6.

2. Tell whether the statements below are true or false.

   a. A child care aide should always wait to be told to do his or her duties. _____

   b. A child care aide's duties do not vary and are the same every day. _____

   c. A child care aide should be flexible and willing to do whatever needs to be done. _____

   d. A child care aide should pick up toys and not expect the children to help. _____

   e. A child care aide helps children develop a sense of belonging. _____

3. Select the number of the best solution for the situations described in items A and B. Draw a circle around your selection.

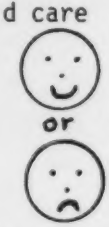
A. One of your co-workers became ill and had to leave the center. You, as an aide, assumed some of his responsibilities. As a result you should

1. complain about the extra amount of work.
2. accept the additional responsibility and ask for instructions.
3. expect extra pay for extra work done.

B. The child care aide was busy with her work at home and her responsibilities at the center. One morning as she turned off the alarm clock, she made a decision about going to work. What would your decision be?

1. Go back to sleep and get the badly needed rest.
2. Call the employer and tell him or her you are unable to be there because of illness.
3. Report to work because it is the right thing to do.

4. Using the list of personal characteristics for a good child care aide given on pages 19 and 20, draw a "smiley" face beside those which you feel you could acquire. Draw a "frowny" face beside those that you are not sure about.



5. Thinking of the qualities you feel you possess that will help you in your work as a child care aide, write a page telling why you would like child care as a vocation.

Self-Test Answer Sheet II

1. Any six of those duties listed on pages 16-17.

2. a. false
   b. false
   c. true
   d. false
   e. true

3. A. Accept the additional responsibility and ask for instructions.

   B. Report to work because it is the right thing to do.

4 and 5. There are no wrong answers.

SOURCES OF REFERENCE MATERIALS

Books and Articles

American Association of Elementary-Kindergarten-Nursery Educators
1201 16th Street, N.W., Washington, DC 20036

American Home Economics Association
2010 Massachusetts Avenue, N.W., Washington, DC 20036

American National Red Cross
National Headquarters, 17th & D Streets, Washington, DC 20006

Association for Childhood Education International
Washington, DC

Beacon Press
25 Beacon Street, Boston, MA 02108

Bellman Publishing Company
Arlington, MA 02174

Charles A. Bennett Co., Inc.
809 West Detweiller Drive, Peoria, IL 61614

Child Study Association of America
9 E. 89th Street, New York, NY 10028

Child Welfare League of America, Inc.
67 Irving Place, New York, NY

Columbia University Press
562 W. 113th Street, New York, NY 10025

Doubleday and Company, Inc.
277 Park Avenue, New York, NY 10017

Follett Publishing Company (Educational Corporation)
1010 W. Washington Blvd., Chicago, IL 60607

The Free Press (A Division of Macmillan Publishing Co., Inc.)
866 Third Avenue, New York, NY 10022

Ginn and Company
Lexington, MA 02173

Holt, Rinehart and Winston
383 Madison Avenue, New York, NY 10017

Houghton Mifflin Co.
2 Park Street, Boston, MA 02107

Iowa State University Press
Ames, IA 50010

Johnson and Johnson Company
New Brunswick, NJ 08903

J. B. Lippincott Co. (Gen. Div.)
E. Washington Square, Philadelphia, PA 19105

McGraw-Hill Book Company
1221 Avenue of the Americas, New York, NY 10020

McKnight Publishing Company
Bloomington, IL 61701

Macmillan Publishing Company, Inc.
866 Third Avenue, New York, NY 10022

Media Projects, Inc.
159 W. 53rd Street, New York, NY

Charles E. Merrill Publishing Company
1300 Alum Creek Drive, Columbus, OH 43216

Milady Publishing Corp.
3839 White Plains Road, Bronx, NY 10467

William Morrow and Company
105 Madison Avenue, New York, NY 10016

Nash Publishing Corporation
9255 Sunset Blvd., Los Angeles, CA 90069

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W., Washington, DC 20009

National Institute of Mental Health
5600 Fishers Lane, Rockville, MD 20852

Oklahoma State University
Stillwater, OK 74074

Pocket Books
630 Fifth Avenue, New York, NY 10020

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Random House
201 East 50th Street, New York, NY 10022

W. B. Saunders Company
Philadelphia, PA

Charles Scribner's Sons
597 Fifth Avenue, New York, NY 10017

Simon and Schuster, Inc.
630 Fifth Avenue, New York, NY 10020

Steck-Vaugn Company
Box 2028, Austin, TX 78767

Texas Tech University
Home Economics Instructional Materials Center
P.O. Box 4067, Lubbock, TX 79409

U.S. Government Printing Office
Superintendent of Documents
Washington, DC 20402

University of Georgia, Home Economics Education
University Station, Athens, GA 30601

University of Minnesota
2037 University Avenue, S.E., Minneapolis, MN 55455

John Wiley and Sons, Inc.
605 Third Avenue, New York, NY 10016

Free and Inexpensive Materials

American Medical Association
1776 K Street, N.W., Washington, DC

Gerber Products Company
Freemont, MI 49412

Gryphon House, Division of Communications Service Corp.
400 N. Washington Street, Falls Church, VA 22042

Metropolitan Life Insurance Co.
1 Madison Avenue, New York, NY 10010

National Council of Jewish Women
1 West 47th Street, New York, NY 10036

National Dairy Council
111 North Canal Street, Chicago, IL 60606

The National Foundation--March of Dimes
P.O. Box 2000, White Plains, NY 10602

Norwich Pharmacal Company
Norwich, NY 13815

Nutrition Foundation, Inc.
99 Park Avenue, New York, NY 10016

Oklahoma State University
Stillwater, OK 74074

Proctor and Gamble
Cincinnati, OH 45201

Ross Laboratories Educational Services
Columbus, OH 43216

The Soap and Detergent Association, Cleanliness Bureau
485 Madison Avenue, New York, NY

Virginia Polytechnic Institute & State University
Extension Division Distribution Center
112 Lansdowne Street, Blacksburg, VA 24060

Audio-Visual Materials

Almanac Films, Inc.
29 E. 10th Street, New York, NY 10003

American Home Economics Association
2010 Massachusetts Avenue, N.W., Washington, DC 20036

Carousel Films, Inc.
1501 Broadway, New York, NY 10036

Changing Times Educational Service
1729 H Street, N.W., Washington, DC 20006

Churchill Films
662 N. Robertson Blvd., Los Angeles, CA 90069

Coronet Instructional Films
65 E. South Water Street, Chicago, IL 60601

Davidson Films
1757 Union Street, San Francisco, CA 94123

Day Care and Child Development Council of America, Inc.
1401 K Street, N.W., Washington, DC 20005

Day Care Council of New York, Bonded Service
630 Ninth Avenue, New York, NY 10036

Family Circle Magazine, Inc.
488 Madison Avenue, New York, NY 10022

Florida State University
Tallahassee, FL 32306

Guidance Associates
Pleasantville, NY 10570

D. C. Heath and Company
Lexington, MA 02173

Indiana University, Audio Visual Center
Bloomington, IN 47401

International Film Bureau
332 S. Michigan Avenue, Chicago, IL 60604

Johnson and Johnson
New Brunswick, NY 08903

McGraw-Hill Films
1220 Avenue of the Americas, New York, NY 10020

Metropolitan Life Insurance Company
Health and Welfare Division
1 Madison Avenue, New York, NY 10010

Milady Publishing Company
3839 White Plains Road, Bronx, NY 10467

Modern Talking Pictures
2323 New Hyde Park Road, New Hyde Park, NY 11040

Modern Talking Pictures
Armour Dial, Inc.
14th Floor, 221 North LaSalle Street, Chicago, IL 60601

Modern Talking Picture Service
1212 Avenue of the Americas, New York, NY 10020

National Dairy Council
111 North Canal Street, Chicago, IL 60606

National Film Board of Canada
680 Fifth Avenue, Suite 819, New York, NY 10019

National Institute of Mental Health
Cleanliness Bureau
5600 Fishers Lane, Rockville, MD 20852

New York University Film Library
26 Washington Place, New York, NY 10003

North Carolina State Department of Public Instruction
Raleigh, NC 27602

Ohio State University
190 W. 17th Avenue, Columbus, OH 44223

Parents' Magazine Films, Inc.
52 Vanderbilt Avenue, New York, NY 10017

J. C. Penney Company
Educational and Consumer Relations Department
1301 Avenue of the Americas, New York, NY 10019

Proctor and Gamble
P.O. Box 171, Cincinnati, OH 45201

Soft and Dri Anti-Perspirant
Gillette Toiletries
Box 3431, Chicago, IL 60654

The Teachers' Great Looks Book
Editorial Services, Inc.
P.O. Box 6177, Cleveland, OH 44101

3M Company, Visual Products Division
Box 3334, St. Paul, MN 55101

Time-Life Films, Inc.
43 W. 16th Street, New York, NY 10011

U.S. National Audio-Visual Center
National Archives and Records
Washington, DC 20408

University of California Extension Media Center
2323 Fulton Street, Berkeley, CA 94720

University of North Carolina at Greensboro
The Infant Care Project
Greensboro, NC 27412

Visual Products Division of 3M Company
Chamblee, GA 30341